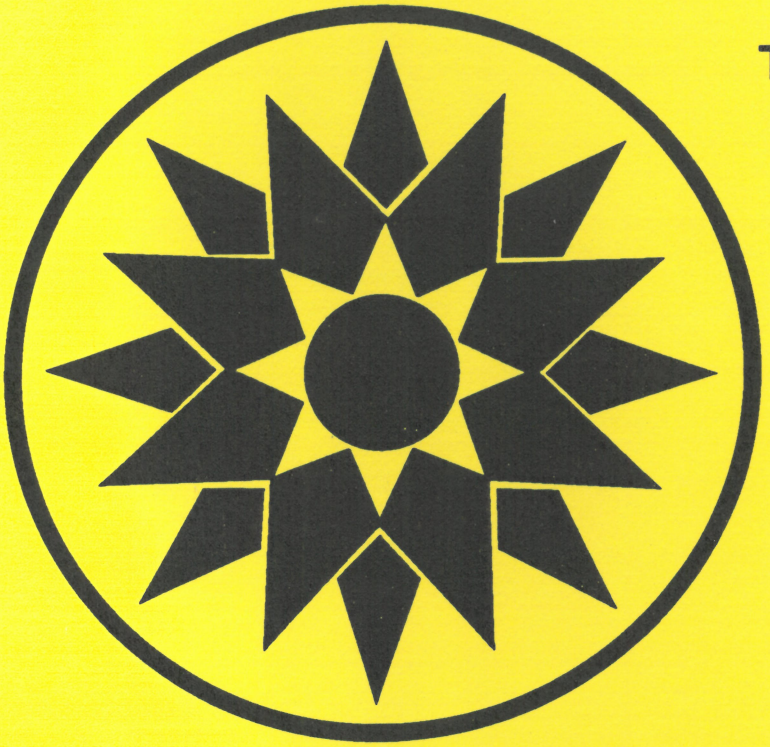
Teacher's Guide

The Muppet Word Book™:

An Introduction to Letters, Words and Writing

Apple
IBM PC
IBM PS/2
Tandy 1000



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DESIGNED BY
Christopher Cerf and Bill Prady, Jim Henson Productions, Inc.
Marge Cappo, Mike Fish, and Melissa Verber, Sunburst Communications

PROGRAMMED BY
Mike Fish and Anders McCarthy – Apple
Information Technology Design Associates – IBM

GRAPHICS
Melissa Verber
(Special thanks to Gene Portwood for graphics assistance)

TEACHER'S GUIDE
Joni Jablansky

ARTWORK
Annette Winter

EDITOR
Marge Cappo

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101 Castleton Street
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Introduction

The *Muppet Word Book*™ contains five entertaining letter games and *Muppet Words*, a slate-style word processor especially designed for children. All of the childrens' favorite Muppet characters are included: Kermit the Frog™, Scooter, Miss Piggy, Link Hogthrob, Gonzo, Bunsen, and Beaker. The Muppets guide the children as they learn about letters, words, and writing.

Designed especially for use with the *Muppet Learning Keys*™, the *Muppet Word Book* helps children:

— distinguish letters from non-letters and numbers;
— distinguish upper- from lower-case letters;
— recognize the lower-case partners of upper-case letters;
— recognize the beginning consonants of words;
— combine word endings and beginning consonants to form words;
— use simple word processing capabilities.

On the next page, you'll find the *Muppet Kindergarten Curriculum Correlation*, which lists kindergarten teaching objectives in listening, speaking, reading, music, art, mathematics, science, social studies, and problem solving. Listed with the objectives are the lessons and activities found in Sunburst's *Muppets on Stage*, *Muppet Word Book*, and *Muppetville*. Teachers can use this chart to create lesson plans and integrate work on the computer.

Muppet Word Book is designed for the 64K Apple II and the 256K IBM computers. *Muppet Word Book* can be used with the *Muppet Learning Keys*, *Touch Window* (Apple only), mouse (Apple only), or the regular computer keyboard. The package includes one program disk, a backup, teacher's guide, and a set of picture cards. If you need assistance in operating your computer, check the sections of this guide entitled *Working With Your Computer* and *"What Happens If...?."* You can also call Sunburst Communications toll-free at (800) 628-8897.

Muppet™ Kindergarten Curriculum Correlation

LANGUAGE ARTS/FINE ARTS:	Muppets on Stage	Muppet Word Book	Muppetville
Listening			
1. Focus attention on speaker without interrupting. Lesson 3B	*Numbers*	Additional Activity 2	*Statler & Waldorf* Lesson 4B
2. Respond to storytelling by drawing or painting. Lesson 1B	*Discovery*	Additional Activities 1, 2	
3. Listen to sounds of rhythm and rhyme.			*Animal's House* Lesson 1D
Reading:			
1. Discriminate each letter of the alphabet. Lessons 1A, 1C, 1D	*Discovery*	1. *Parking Lot*	
Letters Lesson 2A	2. *Elevator* Lessons 1A, 1C		
2. Discriminate: •letters from non-letters, •letters from numbers, •upper-case from lower-case.		1. *Parking Lot* Lessons 1A, 1B, 1C, 1D Lessons 1B, 1D Lesson 1C	
3. Match lower-case to upper-case.	*Letters* Lesson 2C	2. *Elevator* Lessons 2A, 2B, 2C, 2D	
4. Understand the direction of conventional print.		6. *Muppet Words*	
5. Discover initial consonant sounds.	*Letters* Lessons 2C, 2D	3. *Pigs in Space*	*Muppet Movies* Lessons 6A, 6B, 6C
6. Match initial letter with beginning sound.	*Letters* Lesson 2C	1. *Parking Lot* Lesson 1D Lessons 3A, 3C	
7. Match picture with beginning sound.	*Discovery* Lesson 1B *Letters* Lessons 2C, 2D	2. *Elevator* Lessons 2A, 2C, 2D Lessons 3C, 3D	*Muppet Movies* Lessons 6A, 6B, 6C
8. Appreciate repetition, rhyme, and rhythm.		3. *Pigs in Space* Lesson 3D 4. *Circus* Lesson 4B	*Animal's House* Lesson 1D
9. Acquire reading vocabulary.	*Discovery* Lesson 1B	3. *Pigs in Space* Lessons 3B, 3C Lesson 6D 4. *Circus* 5. *Muppet Labs*	*Muppet Movies* Lessons 6B, 6C
10. Match initial consonant with an ending.	Lessons 4B, 4C, 4D	4. *Circus*	
11. Match endings with initial consonant.	Lessons 5B, 5C, 5D	5. *Muppet Labs*	
12. Introduce rhyming words.	Lesson 3D	3. *Pigs in Space*	
13. Identify basic parts of a book.	Lessons 6B, 6C, 6D	6. *Muppet Words*	
14. Recognize convention in writing, spaces between words, word order, marks on the page.		6. *Muppet Words*	
15. Demonstrate a regard for reading as a pleasure activity.	*Discovery* Lesson 1B	Additional Activity 2	
16. Write your name.	Lesson 6C	6. *Muppet Words*	
17. Introduce word processing.		6. *Muppet Words*	
18. Encourage creative expression through storytelling/role-playing.	*Discovery* Lesson 1B	Lessons 1A–5A Additional Activity 2	*Muppet Factory* Lesson 3A *Animal's House* Lesson 1D

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Muppet™ Kindergarten Curriculum Correlation

LANGUAGE ARTS/FINE ARTS (cont.):	Muppets on Stage	Muppet Word Book	Muppetville
Music: Listen to/perform action song.			*Animal's House* Lessons 1A,1B,1C,1D *Statler & Waldorf* Lesson 4B
Speaking: Describe a picture by telling who, what, and where.		1. *Parking Lot* Lesson 1A	
Art: Recognize colors.	*Discovery* Lesson 1C		*Statler & Waldorf* Lessons 4A, 4B *The Zoo* Lesson 5A
MATHEMATICS:			
1. Understanding number concepts.	*Discovery* Lesson 1C *Numbers* Lessons 3A, 3B		*Sam's School* Lessons 2A,2B,2C, 2D *Muppet Factory* Lessons 3B, 3C
2. One to one correspondence.	*Letters* Lesson 2A *Numbers* Lesson 3B		*Sam's School* Lessons 2B, 2C, 2D *Muppet Factory* Lesson 3D
3. Be able to count 1–20.	*Numbers* Lessons 3A, 3C, 3D		*Sam's School* Lessons 2A, 2B *Muppet Factory* Lessons 3B, 3C
4. Identifying patterns.	*Numbers* Lesson 3D		*Animal's House* Lesson 1D
5. Classifying objects by a common attribute.			*Statler & Waldorf* Lesson 4D *The Zoo* Lessons 5B, 5C
6. Learn the basic shapes.			*Statler & Waldorf* Lesson 4A *The Zoo* Lessons 5A, 5B
7. Classification data.		1. *Parking Lot* Lesson 1A	*Statler & Waldorf* Lesson 4D
8. Sort objects by shape and color.			*Statler & Waldorf* Lesson 4D *The Zoo* Lesson 5A
9. Idenify a like group of objects as a set.		1. *Parking Lot* Lesson 1A	*The Zoo* Lessons 5A, 5B, 5D *Muppet Movies* Lesson 6D
10. To be able to add single-digit numbers.			*Muppet Factory* Lessons 3B, 3C, 3D
11. Discriminate between shapes.			*Statler & Waldorf* Lessons 4A, 4C, 4D *Muppet Movies* Lesson 6D

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Muppet™ Kindergarten Curriculum Correlation

	Muppets on Stage	Muppet Word Book	Muppetville
SCIENCE:			
1. To be able to compare shape/sound/size/color.			*Animal's House* Lessons 1B, 1C, 1D *Statler & Waldorf* Lesson 4D *The Zoo* Lessons 5A, 5C *Muppet Movies* Lesson 6A
2. Observe the environment.			Muppet Movies Lesson 6A
3. Classify objects by similarities/differences.			*Statler & Waldorf* Lesson 4D
4. To identify zoo animals.			*Gonzo's Zoo* Lesson 5D
SOCIAL STUDIES:			
1. Identify people and their occupations.	Additional Activity 1	Lessons 1A, 2A, 4A, 5A	
2. Identify self by name.		6. *Muppet Words*	
3. To do an activity cooperatively in a group.	All "C" Lessons Additional Activity 1, 2	All "C" & "D" Lessons	All "C" Lessons
4. To learn about our town.			Additional Activity 1
5. To learn safety rules for bicycles.			Additional Activity 2
6. To learn directions.			Additional Activity 2
7. To learn about a country.			Additional Activity 3
8. To learn about the theater.	Additional Activity 1, 2		
PROBLEM SOLVING:			
1. To determine the rule to sort by.		1. *Parking Lot* Lesson 1A Lesson 4A	*Statler & Waldorf* Lesson 4D
2. Recognize that there may be more than one correct answer.		4. *Circus* Lessons 4B, 4C, 4D 5. *Muppet Labs* Lessons 5B, 5C, 5D	
3. To increase memory skills.	*Discovery* Lesson 1D *Letters* Lesson 2A *Numbers* Lesson 3D	2. *Elevator* Lesson 2D	*Animal's House* Lesson 1C *Sam's School* Lessons 2B, 2C
4. To determine the attributres of an object.		1. *Parking Lot* Lesson 2B	*Statler & Waldorf* Lessons 4C, 4D *The Zoo* Lessons 5B, 5D
5. To learn how to sequence events.	*Discovery* Lesson 1D *Letters* Lessons 2B, 2D		
6. To plan ahead and develop strategies.	*Discovery* Lesson 1C		

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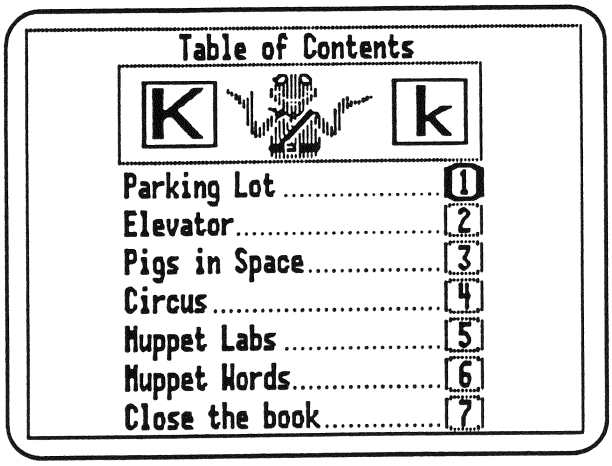
Program Description



Muppet Word Book: Six Activities

1. **Parking Lot** – Kermit is a traffic officer who helps children direct letters and non-letters to different parking lots. The activity contains five different discrimination challenges.

2. **Elevator** – Scooter, an elevator operator, helps children decide which upper-case letter (floor) to choose when a lower-case letter (passenger) enters his elevator.

3. **Pigs in Space** – Miss Piggy and Link Hogthrob are astronauts who work the spaceship's controls. When children type in a letter, they discover associated words and pictures that float by in space.

4. **Circus** – Gonzo, a circus performer, gets shot out of a cannon in an effort to form a word. Children pick a beginning consonant (out of three choices) to match a word ending and form a word.

5. **Muppet Labs** – The scientists Bunsen and Beaker guide children in an activity that is the opposite of the one in *Circus*. They select a word ending to match a beginning consonant and form a word.

6. **Muppet Words** – Children use this beginners' word processor to type letters and words on their own. They can type in different colors and call on a Muppet to erase the slate for them. In addition, they can make printouts of their writings to take home.

The program is especially easy for children who use the *Muppet Learning Keys*. To control and run the activities, children press the letter or picture keys (arrows, GO, STOP, HELP, OOPS, ERASER, ZAP). If they don't have the *Muppet Learning Keys*, the *regular keyboard* can be used. In the Apple version, the *Touch Window* and *mouse* can also be used — with several differences that are pointed out where appropriate in this guide.

Using the Table of Contents

After the title screen for the program, the Table of Contents appears. Each activity corresponds to a page of the *Muppet Word Book*. Children choose an activity by moving the highlighted box to the right page number.

- On the *Muppet Learning Keys*, they press the up and down arrow keys to move the box. Then they press GO to start that activity.
- On the *Touch Window*, they press a finger to the page number they want. The activity starts when they lift their finger.
- On the *mouse*, they move the pointer to the page number they want. They click the button to start that activity.
- On the *regular keyboard*, they press the up and down arrow keys to move the box. Then they press RETURN or ENTER to start that activity.
- On the *Apple II+ keyboard*, they press the left arrow key to move up and the right arrow to move down. Then they press RETURN to start the activity.

Ending an Activity

At any time, children can stop playing with an activity and return to the Table of Contents for a new selection.

- On the *Muppet Learning Keys*, they press the ZAP picture key.
- On the *Touch Window*, they press a finger to the ZAP box at the bottom of the screen.
- On the *mouse*, they move the pointer into the ZAP box at the bottom of the screen and click the button.
- On the *regular keyboard*, they hold down the Control key and press the E key (Control-E).

Closing the Book

Children choose number 6, *Closing the Book*, from the Table of Contents to end the program. They'll be asked if they want to use another disk. If they don't, instructions for turning off the computer and monitor appear on the screen.

Help
Children can get Help during the activities:

- On the *Muppet Learning Keys*, they press the HELP picture key.
- On the *Touch Window*, they touch the HELP box at the bottom of the screen and lift their finger.
- On the *mouse*, they move the pointer into the HELP box at the bottom of the screen and click the mouse button.
- On the *Apple keyboard*, they hold down the Shift key and press ? (the question mark key).
- On the *IBM keyboard*, they press the F1 key.

Oops
Children can change their minds before entering their answer:

- On the *Muppet Learning Keys*, children press the OOPS key.
- On the *Apple IIe, IIc, and IIGS keyboard*, children press the Delete key.
- On the *Apple II+ keyboard*, children hold the Control key and press the D key (Control-D).
- On the *IBM keyboard*, children press the Backspace key.

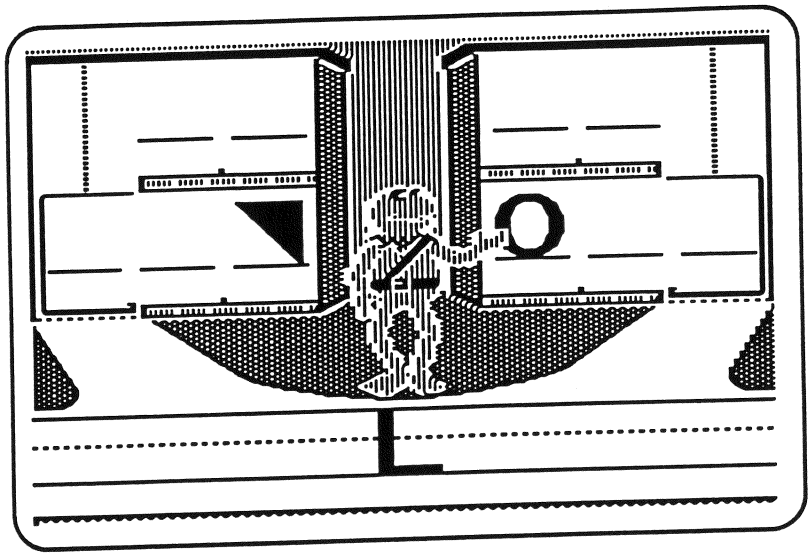
In the *Muppet Words* activity, Oops is used to erase the last letter typed.

Eraser
Children can skip a challenge that's too hard:

- On the *Muppet Learning Keys*, they press the ERASER picture key.
- On the *Touch Window*, they touch the ERASER box at the bottom of the screen and lift their finger.
- On the *mouse*, they move the pointer into the ERASER box at the bottom of the screen and click the button.
- On the *regular keyboard*, they press the ESC (Escape) key.

In the *Muppet Words* activity, the Eraser is used to erase the slate.

Parking Lot



Teaching Objectives

- To discriminate between letters and non-letters.
- To discriminate between letters and numbers.
- To discriminate between upper- and lower-case letters.
- To determine the rule to sort by.

Correlated Lessons

Precomputer:

Lesson 1A: *Kermit the Traffic Officer* – p. 34

Lesson 1B: *What Makes a Letter?* – p. 36

At the Computer:

Lesson 1C: *Parking Lot Teams* – p. 38

Lesson 1D: *Find a Word* – p. 39

Prerequisite Skill

Introduction to upper- and lower-case letters.

Parking Lot features Kermit as a traffic officer who directs cars (letters and non-letters) to different parking lots. Children learn to distinguish the different cars (letters from non-letter shapes, signs, symbols, or numbers; upper-case from lower-case letters) by parking them in two different lots. Teachers may wish to point out the two-story style of parking lot used in this activity. Some children may not be familiar with how parking is often done in bigger cities. To conserve space, cars are lifted from floor to floor, using an elevator.

Play. When the activity starts, Kermit stands at the juncture of two roads leading into the different parking lots. A letter or non-letter example is already parked in each lot. Action begins as a letter or non-letter drives up to Kermit, who waits for the children to choose which parking lot it belongs in. They must look at the cars already parked and determine which one it looks like. When they pick its lot, Kermit lifts his arm in that direction. Then they signal Kermit to let the car drive into that lot and park in an empty stall.

- On the *Muppet Learning Keys*, they press the left or right arrows to make Kermit raise his arm in that direction, then the GO key.

- On the *Touch Window*, they press a finger on the left or right parking lot. Kermit then raises his arm in that direction. They lift the finger from the screen to confirm their choice.

- On the *mouse*, they move the pointer to the left or right parking lot to make Kermit raise his arm in that direction. They click the button to confirm their choice.

- On the *regular keyboard*, they press the left or right arrow keys to make Kermit raise his arm in that direction, then RETURN or ENTER.

If children are correct, the letter or non-letter moves into its stall on the first or second floor of the parking lot. If they're wrong, Kermit shakes his head and the letter or non-letter moves off the screen (to return for another try later). After six cars are parked, Kermit congratulates the player with a jump-and-kick. Then a new round begins.

Content. The program is initially set to rotate through five different discrimination challenges (rounds) per game:

1. Upper-case letters vs. non-letters;
2. Lower-case letters vs. non-letters;
3. Upper-case letters vs. numbers (1–9);
4. Lower-case letters vs. numbers (1–9);
5. Upper-case vs. lower-case letters.

The nine non-letters of the first two challenges include:

3 symbols **3 signs** **3 shapes**

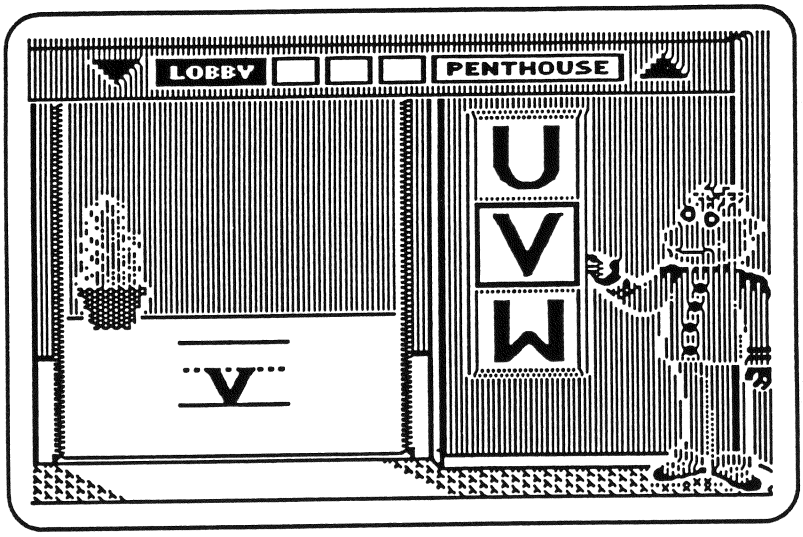
After five rounds, the game ends and a new game begins automatically. If children miss two or more during a round, they stay at that level for another round. If teachers wish to direct student attention to specific challenges (for example, to focus on upper- vs. lower-case letters only), they enter *Change Options* (see p. 29). They can set one or any combination of challenges for their students.

Help. Help is available to provide children with the answer if they have trouble. When they ask for help, Kermit points to the correct parking lot. Children press GO, RETURN or ENTER, touch the correct lot, or click the mouse button to make the current letter or non-letter drive in.

Oops. Children can change their minds before they confirm their choice of parking lot. When they choose oops, Kermit's arm comes down, and he waits for them to pick a parking lot again.

Eraser. Children can skip a challenge that's too hard. When they choose to erase it, the letter or non-letter moves off the screen (to return for another try later).

Elevator



Teaching Objectives

- To match lower- with upper-case consonants.
- To match a picture with the beginning letter of a word.

Correlated Lessons

Precomputer:

Lesson 2A: *Scooter and Three Floors* – p. 40
Lesson 2B: *Letter Partners* – p. 42

At the Computer:

Lesson 2C: *Three Floor Contest* – p. 44
Lesson 2D: *Silent Partners* – p. 45

Prerequisite Skill

Discrimination between upper- and lower-case letters.

Elevator features Scooter as an elevator operator, ready to take lower-case letters to their matching upper-case floors. Children learn to match lower- with upper-case consonants. They're also introduced to vocabulary words (and their accompanying pictures) that start with those consonants.

Play. When the activity begins, a lower-case letter appears in the lobby as a passenger. Children choose one of three upper-case "floor buttons" on the elevator's wall to match the lower-case letter. Scooter then points to their choice and waits for them to confirm it.

- On the *Muppet Learning Keys*, they press the letter key, or use the up or down arrow keys, to make Scooter's arm point to a floor button. They press GO to confirm their choice.

- On the *Touch Window*, they press a finger on the floor button of their choice. They lift the finger to confirm it.

- On the *mouse*, they move the pointer to the floor button of their choice. They click the mouse button to confirm it.

- On the *regular keyboard*, they press the letter key, or use the up or down arrow keys (left or right arrow keys on an Apple II+) to make Scooter's arm point to a floor button. They press RETURN or ENTER to confirm their choice.

If the choice is correct, the lower-case letter moves into the elevator. The door closes, and the elevator rises to the correct floor. When the door opens on that floor, a word and picture appear. The lower-case letter leaves the elevator and joins them. Then the elevator returns to the lobby for a new lower-case passenger. After six correct choices, the elevator rises to Miss Piggy's Penthouse, where she celebrates the player's success with a wink.

If children choose the wrong floor, the letter chosen changes to an outline form on the floor button, meaning it cannot be picked again. Scooter then awaits a new choice.

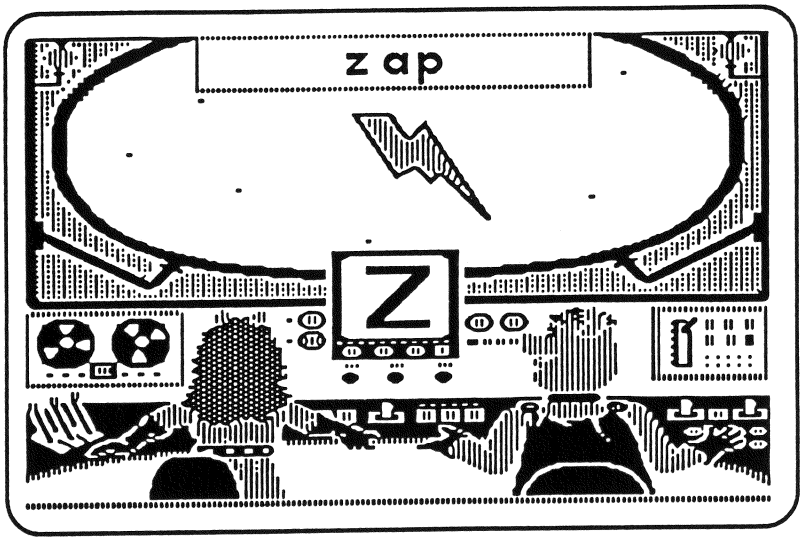
Content. The *Elevator* activity focuses on consonants only. Each of the 21 lower-case consonants can be matched with its upper-case partner. When the lower-case consonant arrives at a floor, a word that *begins* with that letter appears, along with its picture. The consonants appear randomly and won't reappear until all 21 have been correctly matched. Teachers also can change the focus of this lesson from letters as passengers to pictures as passengers (see *Change Options*, p. 29).

Help. Children can get help during this activity. Scooter points to the correct floor button when they ask for help. Children must press GO, RETURN or ENTER, touch the correct floor button, or click the mouse button for the elevator to move.

Oops. Children can change their minds before they confirm their choice of upper-case floor button. When they choose oops, Scooter's arm comes down, and he waits for them to pick another floor.

Eraser. Children can skip a challenge that's too hard. When they choose to erase it, another lower-case passenger appears in the lobby, along with a different set of upper-case floor buttons to choose from.

Pigs in Space



Teaching Objectives

- To discover initial consonant or vowel sounds.
- To recognize vowels and consonants.
- To introduce a vocabulary of words.
- To associate rhyming words.

Correlated Lessons

Precomputer:

Lesson 3A: *Miss Piggy and Link Hogthrob in Space* – p. 47

Lesson 3B: *Miss Piggy's Vocabulary* – p. 49

At the Computer:

Lesson 3C: *"I'm Thinking of a Letter"* – p. 50

Lesson 3D: *Rhyme Teams* – p. 51

Prerequisite Skill

Discrimination between upper- and lower-case letters.

Pigs in Space features Miss Piggy and Link Hogthrob at the controls of their spaceship Swinetrek. Their object is to help children discover letters on the keyboard, and certain words that begin with those letters. (See p. 26 for a full list of the *Muppet Word Book Vocabulary.*)

Play. This activity focuses on open-ended exploration. Children choose whichever letter on the keyboard they want, so that vocabulary words and their accompanying pictures float by in space. When the activity begins, Miss Piggy and Link are seated at the Swinetrek's control panel. Children press a letter key and Miss Piggy or Link swing into action. Miss Piggy handles consonants and Link controls vowels. First, the upper-case form of the letter appears on the view screen. Then a word that starts with that letter is placed at the top of the spaceship's window. Finally, the word's picture floats by in space.

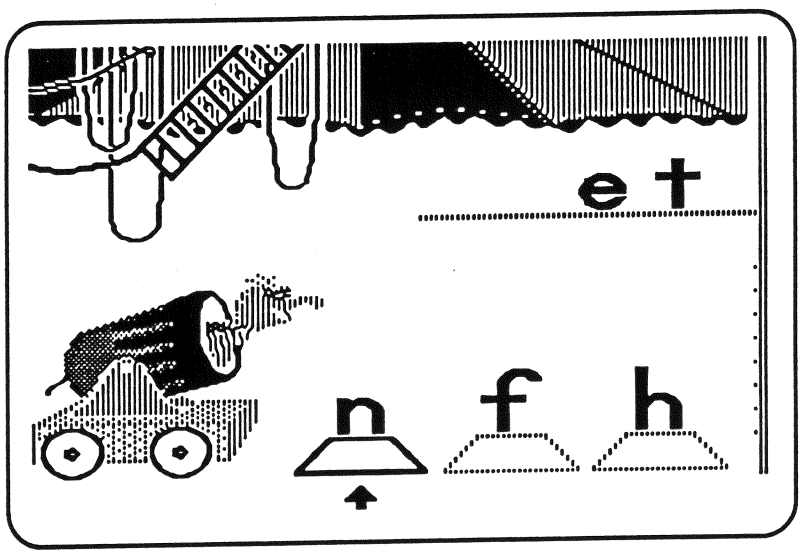
Content. *Pigs in Space* includes all 55 words listed in the *Muppet Word Book Vocabulary* (see p. 26). A picture goes with each word. Several letters—such as *b, c,* and *m*—have more than one word associated with them, so that pressing the key more than once changes the words and pictures. For example, pressing the letter *m* brings up the word *mat* and a picture of a welcome mat; pressing *m* again causes the word to change to *man* and the picture to change to an old man. Continuing to press *m* will cause the words and pictures to change to *map, men, mop,* and *mug*. The majority of the words begin with consonants, but Link occasionally gets a chance to show vowel words, such as *egg, ink,* and *octopus.*

Pigs in Space requires the *Muppet Learning Keys* or the regular keyboard. Students can press any letter key. Number, color, and other keys do not work.

Help. Children can get help with this activity if they don't understand it. When they choose HELP, children are told to press *K* (as a sample letter). After they press *K*, the word Kermit and the accompanying picture of the Muppet character appear.

Eraser. Children can erase any letter, along with its word and picture. When they choose to erase it, the spaceship window clears.

Circus



Teaching Objectives

- To match beginning consonants with word endings.
- To recognize that there may be more than one correct answer.

Correlated Lessons

Precomputer:

Lesson 4A: *Gonzo Goes to the Circus* – p. 53

Lesson 4B: *Rhyme Partners* – p. 54

At the Computer:

Lesson 4C: *Circus Matches* – p. 56

Lesson 4D: *Two-Team Circus* – p. 57

Prerequisite Skill

Knowledge of the vocabulary introduced in *Pigs in Space*.

Circus focuses on the multi-talented Gonzo as he performs his living cannonball act. Children choose a consonant on one of three circus boxes. The consonant must match a word ending on a trapeze platform to form a word. When Gonzo shoots out of the cannon, he brings the correct letter to the word ending on the platform.

Play. The game begins when a word ending appears on the high platform. Three beginning consonants sit below on circus boxes, and children choose one of them. Their choice is highlighted by an arrow below the box. If they're correct, Gonzo grabs the letter as the wick in his cannon burns down. He explodes out of the cannon and flies across the circus ring. Gonzo places the letter before the word ending, forming a word.

If children choose the wrong letter (one that won't match up to form a word), the letter changes to outline form on the box and can't be selected again. Gonzo waits for children to choose between the other two available letters. Sometimes more than one of the consonants makes a word with the word ending.

With each success, the new word's picture appears on the screen. Gonzo ends up hanging on by a nose. Finally, he drops down and dances back to his place in the cannon to start over. On the sixth successful try, Gonzo doesn't drop down gracefully. He falls on his face and the game ends. A new game automatically begins.

- On the *Muppet Learning Keys*, children press a letter key, or use the left or right arrows, to highlight a circus box with a letter on it. They press GO to confirm their choice.

- On the *Touch Window*, children press a finger to the circus box they want. They lift the finger to confirm their choice.

- On the *mouse*, children move the pointer to the circus box they want. They click the button to confirm their choice.

- On the *regular keyboard*, they press a letter key, or use the left or right arrow keys, to highlight a box with a letter in it. They press RETURN or ENTER to confirm their choice.

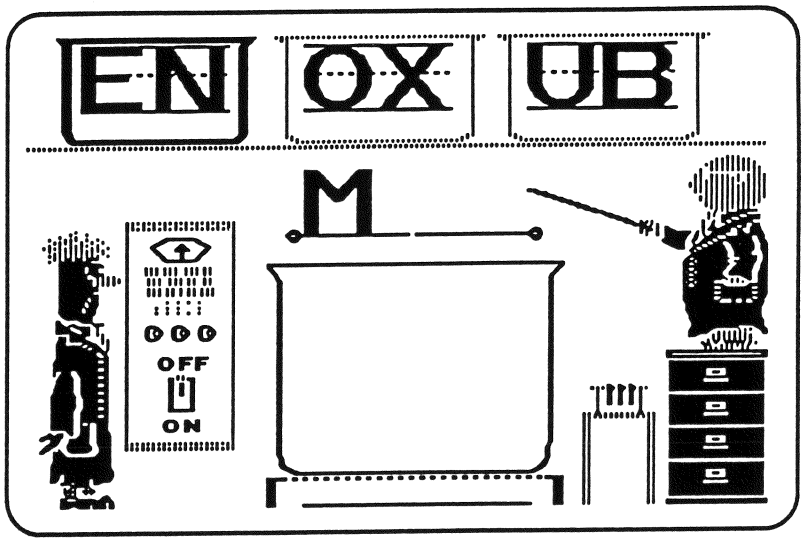
Content. *Circus* focuses on forming words by joining 15 beginning consonants to 12 word endings. (For a list of the consonants, word endings, and words formed, see the *Word Ending Chart* on p. 28. The blanked-out words on that chart will never appear as incorrect answers; they may exist as words but are not illustrated or used in the program.) Teachers can also switch the form of the letters used in this activity from lower- to upper-case (see *Change Options*, p. 29).

Help. Children can get help during this activity. If they ask for help, Gonzo points to the correct consonant and its box lights up. Children press GO, RETURN or ENTER, touch the correct box, or click the mouse button to make Gonzo carry the letter to the word ending on the platform.

Oops. Children can change their minds before they confirm their choice of a consonant letter. When they choose *oops*, the arrow beneath the chosen box disappears, and Gonzo waits for them to pick another consonant.

Eraser. Children can skip a challenge that's too hard. When they choose to *erase* it, another word ending appears on the platform, along with three more consonants to choose from.

Muppet Labs



Teaching Objectives

- To match word endings with beginning consonants.
- To recognize that there may be more than one correct answer.

Correlated Lessons

Precomputer:

Lesson 5A: *Bunsen and Beaker in the Lab* – p. 58

Lesson 5B: *Word Circles* – p. 60

At the Computer:

Lesson 5C: *Beaker Matches* – p. 62

Lesson 5D: *Bunsen's Teams* – p. 63

Prerequisite Skill

Knowledge of vocabulary introduced in *Pigs in Space.*

Muppet Labs features Bunsen and Beaker in their crazy laboratory. The two scientists help children recognize word endings that go with beginning consonant letters to form words. This activity is the opposite of *Circus*.

Play. When the activity begins, Bunsen stands with a pointer, ready to assist the children by highlighting the word endings located in three beakers at the top of the screen. A letter appears on the trapdoor in the middle of the screen, directly above a giant beaker on the floor. When children select a word ending, Bunsen points to it. If their choice is one that forms a word, the word ending takes its place beside the consonant. Then Beaker turns on his machine: the trapdoor opens, the newly made word falls into the giant beaker, the burner beneath lights up, and the ingredients begin to boil. When Beaker turns off his machine, the bubbling ooze falls away to reveal the word's picture. Then the beaker clears, and a new challenge begins.

When children select an incorrect word ending (one that doesn't form a word), Bunsen shakes his head. The word ending then changes to an outline form, meaning it can't be selected again. Children can choose one of the two remaining word endings. Sometimes more than one word ending forms a word.

After six successes, the beaker doesn't clear but boils up again, pouring over the edge to engulf poor Beaker and end the game.

- On the *Muppet Learning Keys*, children press the left or right arrows to make Bunsen point to the word ending of their choice. They press GO to confirm it.
- On the *Touch Window*, they press a finger to the word ending they want. They lift the finger to confirm their choice.
- On the *mouse*, they move the pointer to the word ending they want. They click the button to confirm their choice.
- On the *regular keyboard*, they press the left or right arrow keys to make Bunsen point to the word ending of their choice. They press RETURN or ENTER to confirm it.

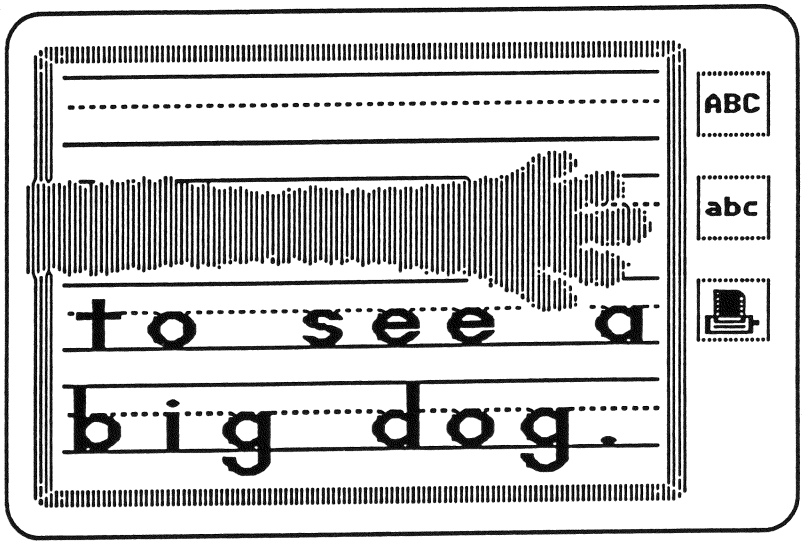
Content. This activity includes the same beginning consonants and word endings used in Circus. (For a list of the letters, word endings, and words formed, see the Word Ending Chart on p. 28. The blanked-out words on that chart will never appear as incorrect answers; they may exist as words but are not illustrated or used in the program.) Teachers also can change the form of the letters used in *Muppet Labs* from lower- to upper-case (see Change Options, p. 29).

Help. Children can get help during *Muppet Labs*. If they ask for help, Bunsen points to a correct word ending and its beaker highlights. Children press GO, RETURN or ENTER, touch the correct beaker, or click the mouse button to make the word ending appear on the trap door below.

Oops. Children can change their minds before they confirm their choice of a word ending. When they choose *oops*, Bunsen's pointer comes down, and he waits for them to pick another word ending.

Eraser. Children can skip a challenge that's too hard. When they choose to *erase* it, another consonant appears, along with three more word endings to choose from.

Muppet Words



Teaching Objectives

- To introduce simple word processing.
- To recognize conventions in writing: space between words, word order, punctuation marks.
- To write your name.

Correlated Lessons

Precomputer:

Lesson 6A: *The First Letter of My Name* – p. 64
Lesson 6B: *The Parts of a Book* – p. 65

At the Computer:

Lesson 6C: *My Book* – p. 66
Lesson 6D: *Book Pages* – p. 67

Prerequisite Skill

Introduction to alphabet and basic words.

Muppet Words is a child's simple word processor. It appears as an old-fashioned writing slate on the screen. There's room for eight letters across and four down. Children can use it to type in their names; experiment with writing letters, words, punctuation marks, numbers, mathematical signs; even change the color of what they type. Both upper- and lower-case letters are available, as is a Muppet hand to erase the entire slate in one swoop. Children can print their work when a printer is attached.

Writing with Muppet Words

When the slate first appears, a white box (the cursor) flashes on the first line. Children can begin typing immediately. *Muppet Words* is designed for use with the Muppet Learning Keys, although a regular keyboard can be used instead. If the Touch Window or mouse are connected, children still must type letters and other characters on a keyboard.

Moving the cursor. Children use the arrow keys to move the cursor up, down, left, and right. If the cursor is on the top line, pressing the up arrow moves the cursor to the bottom line; on the bottom line, pressing the down arrow moves the cursor to the top line. (Note: On an Apple II+, only left and right arrows are available; they move the cursor through the slate by traversing the entire length of a line.)

- On the *Muppet Learning Keys*:

  GO – causes the cursor to move down to the next line. At the bottom line, the cursor jumps back up to the top.
  OOPS – backs up the cursor and erases the last letter typed.
  SPACE – causes the cursor to move right and leave a blank space (for separating words).

- On the *Apple keyboard*:

  RETURN – causes the cursor to move down to the next line. At the bottom line, the cursor jumps back up to the top.
  Delete Key – backs up the cursor and erases the last letter typed. (Use Control-D on the Apple II+.)
  Space Bar – causes the cursor to move right and leave a blank space (for separating words).

- On the *IBM keyboard*:

  ENTER – causes the cursor to move down to the next line. At the bottom line, the cursor jumps back up to the top.
  BACKSPACE – backs up the cursor and erases the last letter typed.
  Space Bar – causes the cursor to move right and leave a blank space (for separating words).

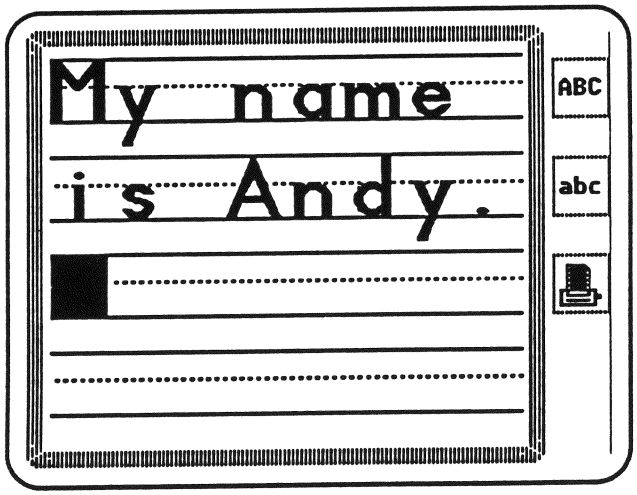
Typing in Different Colors (Muppet Learning Keys or IBM keyboard only). *Muppet Words* always begins with white characters. But children can press any of the eight colors in the paint box—black, white, red, orange, yellow, green, blue, violet—to change the color of what they type. On the IBM keyboard, F3 to F10 are used.

Eraser. Children can erase everything they've typed and start over again. When they choose to erase, a Muppet hand swoops across the entire slate and clears all four lines.

Three Special Options

Children have the option of 1) using *upper-case letters*, 2) using *lower-case letters*, or 3) *printing* their work. On the Muppet Learning Keys they can choose these options in two different ways: by selecting special boxes that appear on the writing screen or pressing three extra keypads. Children also can shift between upper-and lower-case letters on the regular keyboard. In addition, the Touch Window and mouse can be used to select the print option from the screen (see below).

Using HELP (Muppet Learning Keys or IBM keyboard only). When children press the HELP key, the cursor disappears from the slate and a highlight appears around one of the three boxes to the right of the slate. The boxes represent the *upper-case* (ABC), *lower-case* (abc), and *printer* features. The highlight shows which feature is currently in use. Initially, the top box (ABC) is highlighted. When the highlight appears, children can choose any of the boxes with the arrow keys. They press GO to confirm their choice. Once a command is carried out, the highlight disappears and the cursor returns to the slate. (The highlight can also be erased by pressing STOP or OOPS before carrying out a command.) Children start typing again when the cursor flashes on the slate.



Three Extra Keys (Muppet Learning Keys Only). Three unmarked keypads are located to the right and down the side of the alphabet letter keypads. These *upper-case*, *lower-case*, and *printer* keys correspond to the three boxes listed above. Pressing one of these keys carries out the command without having to press GO or interrupt typing.

Switching between Upper- and Lower-case Letters. Children can change from upper-case to lower-case letters, and vice-versa:

- On the *Muppet Learning Keys*, children press the HELP key, use the arrows to highlight the upper- or lower-case box, then press GO. Or they can immediately change case by pressing the upper- or lower-case keypad on the Muppet Learning Keys board itself.

- On the *regular keyboard*, they hold the Shift key when they type a letter to make it upper-case. They press down the Caps/Lock key to type all upper-case letters.

- On the *Apple II+ keyboard*, they hold down the Control key and press the A key (Control-A) to type an upper case letter. They press Control-A twice to type all upper-case letters.

Printing with *Muppet Words*. Children can print what they type on the slate. A printer must be connected (see Change Options, p. 29). The program is initially set to NO PRINTER ATTACHED, so that if a child chooses to print but a printer isn't connected, the slate clears and the letters print over again on the screen. When the printer is set up correctly, a printout of the slate, including its border and four writing lines, is made. (Note: To make a color printout [Apple only], a color ribbon must be installed in the printer. See p. 32 for a list of printers that work with a color ribbon.)

- On the *Muppet Learning Keys*, children press the HELP picture key, use the arrow keys to highlight the printer box, then press GO to print. Or they can also press the printer keypad on the Muppet Learning Keys board itself.

- On the *Touch Window*, children touch the HELP box at the bottom of the screen and lift their finger. The printer box then appears to the right of the slate. They press the printer box and lift their finger to print.

- On the *mouse*, children move the pointer to the HELP box at the bottom of the screen and click the button. The printer box then appears to the right of the slate. They move the pointer into the printer box and click the button to print.

- On the *regular keyboard*, children hold the Control key and press the P key (Control-P) to print.

Note: If you wish to stop the printer while it is making a printout, avoid turning off the printer; press Control-E instead.

The Muppet Word Book Vocabulary

a
axe

b
bag
bat
box
bug

c
can
cap
cat

d
dig
duck

e
egg

f
fan
fox

g
gag
Gonzo
gun

h
hat
hen

i
ink

j
jet
jug

k
Kermit
key
kite

l
leg
log

m
man
map
mat
men
mop
mug

n
net

o
octopus

p
pan
pen
pig

q
queen

r
rat
rug

s
sub
sun

t
tag
ten
top
tub
tug

u
umbrella

v
valentine

w
wag
web

x
xylophone

y
yo-yo

z
zap
zipper

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Muppet Rhyming Words

bag	bat	dig	bug
gag	cat	pig	jug
tag	hat		mug
wag	mat		rug
	rat		tug
can	hen	mop	sub
fan	men	top	tub
man	pen		
pan	ten		
cap	jet	box	gun
map	net	fox	sun
zap			

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Word Ending Chart

	Word Endings											
Letters	ag	an	ap	at	en	et	ig	op	ox	ub	ug	un
b	bag			bat					box		bug	
c		can	cap	cat								
d							dig					
f		fan							fox			
g	gag											gun
h				hat	hen							
j						jet					jug	
m		man	map	mat	men			mop			mug	
n						net						
p		pan			pen		pig					
r				rat							rug	
s										sub		sun
t	tag				ten			top		tub	tug	
w	wag											
z			zap									

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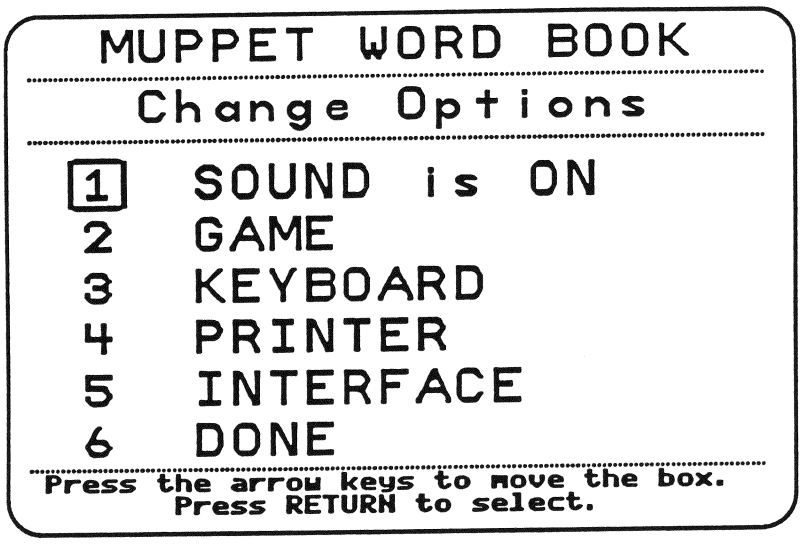
Change Options

Entering Change Options

The *Muppet Word Book* provides several special options for teachers. You can enter Change Options when the Table of Contents is on the screen. Using the regular keyboard, hold down the Control key and press the T key (Control-T). The Change Options menu then appears.

Before entering Change Options, remove the write-protect sticker on the disk.



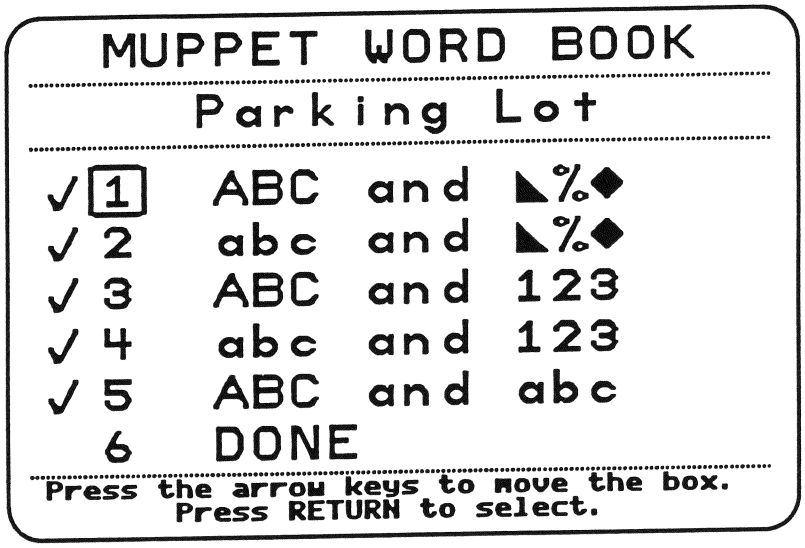
Sound

Choosing SOUND from the Change Options menu allows you to control the sound for classroom use. The *Muppet Word Book* initially uses sound. To change the sound from on to off, press RETURN or ENTER when Sound is highlighted. (Note: If sound is turned on, students may also press Control-S from the regular keyboard to turn it off while they're playing the activities.

Game Settings

Choosing GAME from the Change Options menu allows you to change the focus of play in *Parking Lot, Elevator, Circus,* and *Muppet Labs.* Select GAME and press RETURN or ENTER. The four activities are then listed. Select the one you want to change and press RETURN or ENTER. A list of settings for that activity appears and you can change them to fit the needs of your students. The settings you can change for each activity are described on the next page.

Parking Lot. If you select this option, a screen of five discrimination challenges are listed in order of their difficulty and occurrence in the activity. Initially *Parking Lot* is set to rotate through all five levels; each challenge has a check mark next to it to show that it's active:


MUPPET WORD BOOK
Parking Lot
✓ 1 ABC and ◣%◆
✓ 2 abc and ◣%◆
✓ 3 ABC and 123
✓ 4 abc and 123
✓ 5 ABC and abc
6 DONE
Press the arrow keys to move the box.
Press RETURN to select.

You can customize *Parking Lot* to include any combination—or just one—of these challenges. Use the arrow keys to highlight the number that goes with the challenges you want to set. Then press RETURN or ENTER to place or remove a check mark. For example, you might want to focus student play on sorting upper- and lower-case letters only. To do so, select challenges 1–4 and press RETURN or ENTER at each one to remove its check mark. This leaves only the fifth challenge (ABC and abc) checked, or active. Choose DONE to leave the list of settings and return to the GAME menu. (Note: At least one challenge must be checked before you choose DONE.) Once you leave this option, all challenges checked will be used—in the order they're shown on the screen.

In *Parking Lot*, a **round** of play consists of six tries; the end of a round comes when Kermit does a jump-and-kick. A **game** initially consists of five rounds, since the program is set to include all five challenges. Each round focuses on one of the challenges. The end of a game is signaled when the old screen erases and a new screen appears.

If students get all six tries in a round correct, they move to the next higher challenge. But if they miss two or more tries, they stay at the same challenge for the next round.

When you change the number of challenges that are active in *Parking Lot*, the number of rounds in a game also varies:

- If **one challenge** is active, there are **four rounds** per game.
- If **two challenges** are active, there are **four rounds** per game.
- If **three challenges** are active, there are **three rounds** per game.
- If **four challenges** are active, there are **four rounds** per game.
- If **five challenges** are active, there are **five rounds** per game.

For example, if you've only checked one challenge, that same challenge will occur in four rounds (1111) to make a game. If two challenges are active, each one will take up two rounds (1212). And if 3-5 challenges are active, each takes up only one round to make a game (123, 1234, 12345).

Elevator. Selecting *Elevator* from the GAME settings menu lets you change the focus of this activity from letters to pictures. Initially the game is set to challenge children to recognize lower-case letters. Switching its focus to pictures changes the activity to the more difficult challenge of recognizing the beginning letters of words (represented by the pictures). Instead of letters being the passengers for the elevator, pictures appear at the door. Scooter the Elevator Operator still points to upper-case letters (floor buttons), but now they represent the beginning of words.

To change the focus of *Elevator*, use the arrow keys to highlight the type of passenger you want: lower-case letters or pictures. Press RETURN or ENTER to confirm you choice and go back to the GAME menu.

Circus. Selecting this activity from the GAME menu lets you switch between upper- and lower-case letters as the focus for *Circus*. The activity initially is set to use lower-case letters. Use the arrow keys to highlight the type of letters you want. Press RETURN or ENTER to confirm your choice and go back to the GAME menu.

Muppet Labs. You can also set upper- or lower-case letters for this activity. See *Circus* for instructions.

Leaving the Game Menu. When you've completed the changes to the activities, choose DONE and press RETURN or ENTER. You'll then return to the Change Options menu for a new selection.

Switching Keyboards (Apple Only)

Choosing KEYBOARD from the Change Options menu allows you to use different devices to control the program. The *Muppet Word Book* originally is set for use with the Muppet Learning Keys. However, the program also works with the Touch Window, mouse, and regular Apple keyboard. You can change the program to work with any of these devices by choosing the KEYBOARD option and selecting one of the different devices. Press RETURN to confirm your choice and return to the Change Options menu.

If you choose the Touch Window, you'll also be asked to calibrate the window to your TV or monitor by touching two x spots.

Printer/Interface
In order to make printouts with *Muppet Words*, you must first set both your printer type and the interface card you are using.

Apple:
To set the printer, select PRINTER from the Change Options Menu. The *Muppet Word Book* initially is set to NO PRINTER ATTACHED. The current setting will appear on the screen. If you want to change it, answer YES. A list of printers then appears. Go through the list until you see your printer. Use the arrow keys to select the printer. (Choose the NO PRINTER ATTACHED option if you can't find your printer on the list.) Press RETURN to confirm your choice and return to the Change Options menu.

Note: The following printers work with a color ribbon:

Apple Scribe	ImageWriter II	Epson JX-80

To set the interface, select INTERFACE from the Change Options menu. If the interface has been set before, you'll see the current setting. If you want to change it, answer YES. Select your interface card from the list. (If you have a IIc, select Apple IIc.) Next, you must set the slot or port in which the printer is connected. Choose the correct slot or port and press RETURN.

IBM PC:
To set the printer, select PRINTER from the Change Options Menu. The *Muppet Word Book* is initially set to NO PRINTER SPECIFIED. The current setting will appear on the screen. If the current setting is correct, choose NO CHANGE. If you want to change the settings, go through the menus selecting your port type and number. The *Muppet Word Book* supports the Epson/IBM printers.

Leaving Change Options
Selecting DONE from the Change Options menu takes you back to the children's part of the program. Use the arrow keys to choose DONE from the menu and press RETURN or ENTER. The Table of Contents appears, and children may use *Muppet Word Book.*

Note: Once you've changed any of the settings for the program, they remain in effect until you enter Change Options again.

Classroom Lessons

The 26 classroom lessons that follow are designed for use with the *Muppet Word Book* activities. There are four lessons for each of the six activities and two additional lessons that deal with careers and storytelling. Each set of four includes two *Precomputer* and two *At the Computer* lessons.

The first lesson of each set introduces the particular Muppet characters through creative role playing: children act out Kermit the Traffic Officer, Scooter the Elevator Operator, Miss Piggy and Link Hogthrob in Space, Gonzo the Circus Performer, and Bunsen and Beaker in the *Muppet Labs*. The other three lessons of a set focus on language arts objectives. In precomputer warm-ups and at the computer itself, children sort letters and non-letters, match lower-case letters with their upper-case partners, find rhyming words, and form words with initial consonants and word endings.

The four lessons that introduce *Muppet Words* focus on beginning word processing and writing skills. Children learn the letters of their names and the parts of a book. They also make and print out pages for their own books.

Two additional activities at the end focus on: 1) *Muppet Careers*, the jobs performed by the Muppets in the program; and 2) *Muppet Stories*, or how to tell stories about different characters and settings.

A set of 55 picture cards (1 for every word listed on p. 26) comes with the *Muppet Word Book* package to supplement the classroom lessons. The *Parking Lot* and *Elevator* lessons also include worksheets to help familiarize students with the objectives covered: *Letters and Non-letters* (p. 37) and *Upper-case and Lower-case Letters* (p. 43).

Lesson 1A—Precomputer

Kermit the Traffic Officer

Skill: Creative expression; practicing sorting and the *Parking Lot* activity through role playing.

Subject: Language Arts/Speaking

Objectives:

- To introduce the *Parking Lot* activity of the *Muppet Word Book* through role playing.
- To discuss Kermit the Frog as a Muppet character and a traffic (police) officer.
- To introduce sorting.
- To do a sorting activity as a group.

Materials Required:

- TRAFFIC OFFICER sign
- paper and pencils, or other pairs of objects to sort by

Lesson Plan:

1. Discuss **sorting** as a way to divide objects by attributes—and the different groups they belong to. Ask half of the class to stand. Point out that the class is now divided into two groups—children who are sitting and those who are standing.

2. Assign one child to be Kermit the Traffic Officer. Provide a sign with the words TRAFFIC OFFICER written on it—or some type of badge or cap that's appropriate to the role. Then discuss Kermit as both a Muppet character and a traffic officer with the class. Encourage children to act out what Kermit would do as a director of traffic. For example, he might lift his arm to the left or the right, hold up a hand to stop traffic, etc.

3. Arrange two parking lots in front of the classroom: Put four chairs on either side of where the Traffic Officer stands. Tell the class that one parking lot will contain one group of things and the other lot will contain another group. Then have one child sit in the right hand lot and hold a **distinguishing attribute** (for example, a piece of paper for the *Paper Parking Lot*); have another child sit in the left hand lot and hold another attribute (a pencil for the *Pencil Parking Lot*).

4. Ask children to line up in front of Kermit. Divide them into two groups that match the parking lots. For example, three of the children can hold papers and the other three can hold pencils. Tell them they're cars that need to park. Have each child approach Kermit the Traffic Officer, who will then direct them into one of the two parking lots by raising his arm in that direction. The children move into whichever parking lot the Traffic Officer has chosen and sit in a chair, or parking space.

5. After the first six children have parked, assign another child to be Kermit the Traffic Officer. The child directs the next six children into the parking lots. Give as many children as possible a chance to play Kermit.

Variations:

1. Children can also play Kermit the Traffic Officer using their names. If they say their first name they go to one parking lot; if they say their last name they go to the other lot.

2. Make two different sets of letter cards—upper- and lower-case—or have the children make them. You can draw the letters on 3x5 index cards or larger sheets of construction paper. Then play the same parking lot game, but this time have children sort themselves into upper-case or lower-case lots. You might also have them distinguish between letters and numbers in the parking lots.

Lesson 1B—Precomputer
What Makes a Letter?

Skill: Recognizing letters, numbers, and non-letter shapes.

Subject: Language Arts/Reading/Spelling

Objectives:

- To discriminate between letters and non-letters.
- To discriminate between letters and numbers.

Materials Required:

- Copies of the *Letters and Non-letters* worksheet (see next page) for each student
- crayons or colored markers

Lesson Plan:

1. Discuss the shape of letters and how they differ from numbers and other non-letters. You might want to draw some sample letters and non-letters on the board and point out the differences.

2. Make copies of the worksheet on the next page for all students in your class. Distribute a worksheet and 2 different colored crayons or markers to each child. Tell the children to fill all letters with one color and all non-letters with the other.

Variations:

1. Have children discriminate between letters and numbers on the worksheet by filling them in with different colors. They can leave non-letter objects blank—or use a third color for them.

2. Before children fill in the worksheet, have them act out the letters. Assign children different letters and ask them to make the shape of those letters with their bodies. For example, an uppercase A can be formed by placing the feet wide apart and crossing the arms to form the crossbar. They can act out the letters in front of the whole class, or in pairs.

Worksheet

Letters and Non-letters

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Lesson 1C —At the Computer
Parking Lot Teams

Skill: Discriminating between letters and non-letters.

Subject: Language Arts/Reading

Objectives:
- To discriminate between letters and non-letters.
- To do a computer activity as a group.

Materials Required:
- *Muppet Word Book* program

Lesson Plan:

1. Discuss how an **elevator** might work in a two-story parking lot. Ask children if they've ever been in a parking lot that has more than one floor. If so, what was it like? Why was there more than one floor?

2. Divide the class into two teams. One side represents Kermit's right hand parking lot, the other is the left hand lot.

3. Set up the computer in front of the class. Load the *Muppet Word Book* and go to *Parking Lot*. When the activity begins, one parking lot contains a letter and the other a non-letter.

4. The team that represents the correct parking lot directs Kermit to point to their lot on screen. The teams do the same thing when the next letter or non-letter appears under Kermit, and so on.

5. Since the letters and non-letters come on the screen randomly, the team that fills their parking lot (three spaces) first, wins the game.

Variation:

Two children can play the game instead of two teams. One child takes the right hand parking lot, and the other takes the left hand lot. When the game begins, the child that represents the correct lot directs Kermit. Whoever fills their parking lot first, wins the game.

Lesson 1D—At the Computer
Find a Word

Skill: Matching letters to words that begin with that letter.

Subject: Language Arts/Reading/Spelling

Objectives:
- To discriminate between letters and non-letters.
- To match letters with the beginning sound of a word.
- To do a computer activity in a group.

Materials Required:
- *Muppet Word Book* program

Lesson Plan:

1. Set up the computer in front of the class. Load the *Muppet Word Book* and go to *Parking Lot.*

2. Ask for volunteers to play the game. Have the first volunteer sit down at the computer. He or she selects which parking lot the letter or non-letter under Kermit goes in using the arrow keys. But if the item is a letter, ask the child to tell you a word that begins with that letter before he or she presses GO. The rest of the class can help the volunteer think of a word.

3. After the volunteer has sorted two letters or non-letters, have another child take his or her place.

4. Continue the activity until all volunteers have had a chance to play.

Variation:

Go over the *Muppet Word Book Vocabulary* (see p. 26) with the class before they begin the game. Have children pick from the deck of picture cards and say the words.

Lesson 2A—Precomputer

Scooter and Three Floors

Skill: Creative expression; practicing the *Elevator* activity through role playing.

Subject: Language Arts/Speaking

Objectives:

- To introduce the *Elevator* activity of the *Muppet Word Book* through role playing.
- To discuss Scooter as a Muppet character.
- To introduce the career of elevator operator (service person).
- To do an activity as a group.

Materials Required:

- ELEVATOR OPERATOR sign

Lesson Plan:

1. Discuss **elevators**—how they work and what they do. Ask those who have ridden on elevators to tell about their experience.

2. Assign one child to be Scooter. Have the child wear an ELEVATOR OPERATOR sign, or clothing or cap appropriate to the role of Scooter the Elevator Operator. You might want to discuss Scooter as a Muppet character. For example, what does he look like? What does he act like? Encourage children to move and make faces like Scooter when they play the character.

3. Set up three chairs next to Scooter. These are the floors. (You can label them 1, 2, and 3; or put a different colored sign on each chair.)

4. Have three children, or passengers, line up in front of Scooter. They are now in the elevator. Each passenger tells Scooter the Elevator Operator which floor they want to go to. Then, one at a time, they follow Scooter's direction as he points to the chairs. Once they leave the elevator, children can sit in the appropriate chair or, if more than one of them chooses the same floor, stand behind the chair.

5. After the first three children are done, assign another child to be Scooter the Elevator Operator. Then the child takes the next three passengers to their floors. Give as many children as possible a chance to play Scooter.

Variations:

1. Have children make up a story about how Scooter becomes an elevator operator. Then ask them to act out the story, which may include other Muppet characters such as Kermit, Miss Piggy, Gonzo, and Bunsen and Beaker.

2. Make two different sets of letter cards—upper- and lower-case. Then label each floor with an upper-case letter by propping the appropriate card on the chair. Give each of the three passengers a lower-case letter card that matches one of the upper-case floors. Scooter then matches the lower-case letters to their upper-case partners by directing each passenger to the right floor.

3. Prop picture cards on the three chairs. The picture cards represent words. Each passenger says the letter that begins one of the words. Scooter then matches the letter to the appropriate picture by directing each passenger to the right chair (floor).

Lesson 2B—Precomputer

Letter Partners

Skill: Matching lower-case letters with their upper-case partners.

Subject: Language Arts/Reading

Objectives:

- To match lower-case letters with upper-case letters.

Materials Required:

- copies of the *Upper-case and Lower-case Letters*
- worksheet (see next page) for each student
- pencils or markers

Lesson Plan:

1. Discuss the difference between the two kinds of letters. You might want to give some examples of when upper-case letters are used instead of lower-case ones—for example, the first letter of somebody's name.

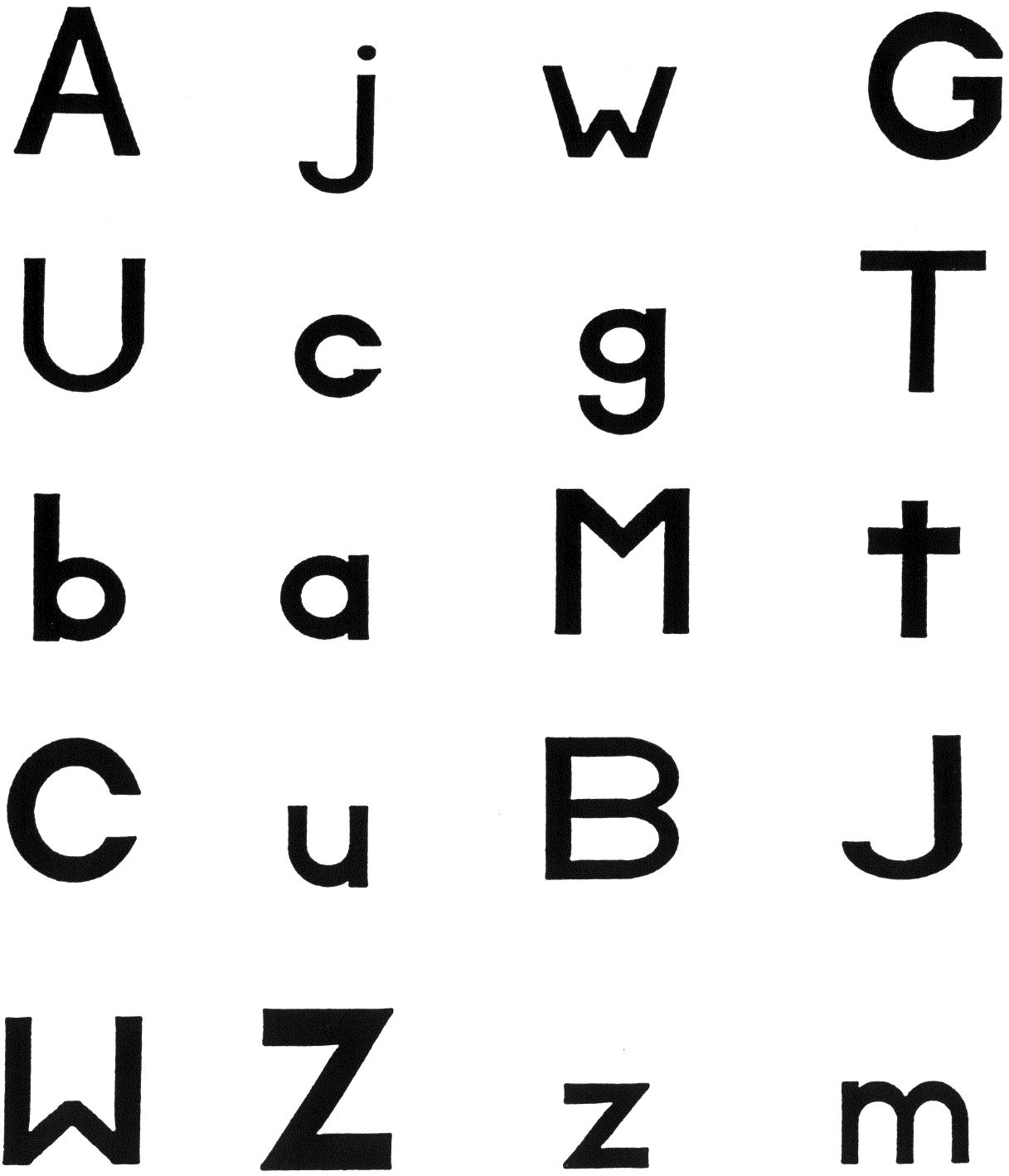
2. Make copies of the worksheet on the next page for all students in your class. Distribute the worksheet and a pencil or marker to each student. Tell them to draw a line between each lower-case letter and its upper-case partner.

Variation:

Before children fill in the worksheet, have them act out upper- and lower-case letters. Divide the class into pairs, then assign a letter to each pair. One child forms the upper-case version of the letter with their body; the other child forms the lower-case version.

Worksheet

Upper-case and Lower-case Letters



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Lesson 2C—At the Computer

Three Floor Contest

Skill: Matching lower-case letters with their upper-case partners.

Subject: Language Arts/Reading

Objectives:

- To match lower-case letters with upper-case letters.
- To do a computer activity in a group.

Materials Required:

- *Muppet Word Book* program
- rewards—bean bags, cards, or some other proof of success

Lesson Plan:

1. Set up three chairs, or floors, in front of the class. Then divide students into three teams. Each team represents one of three floors that Scooter's elevator goes to. You can give the floors names like bottom, middle, and top. Have the teams line up behind the appropriate chairs.

2. Set up the computer next to the chairs. Load the *Muppet Word Book* and go to Elevator. The three floor buttons on the screen each contain an upper-case letter, while a passenger lower-case letter waits in the lobby. Point out to each team what floor button on the screen is theirs. For example, if the game begins with J/K/L on Scooter's elevator buttons, then the bottom team has L, the middle team has K, and the top team has J.

3. The team with an upper-case letter that matches the passenger goes to the computer, directs Scooter to point to that floor, and presses GO. When the next passenger appears, the team who matches that letter gets to direct Scooter. Give the teams rewards when they make a match.

4. The game continues through six successful matches—and the elevator rises to Miss Piggy's penthouse. Since the lower-case passengers and upper-case floor buttons come on the screen randomly, the team that collected the most rewards wins.

Variation:

Each time a team makes a match, give them the picture card that goes with that letter. They collect pictures as the game continues.

Lesson 2D—At the Computer
Silent Partners

Skill: Matching lower-case letters with their upper-case partners.

Subject: Language Arts/Reading
Problem Solving/Memory

Objectives:

- To match lower-case letters with words and pictures.
- To practice memory skills.
- To do a computer activity as a group.

Materials Required:

- *Muppet Word Book* program
- picture cards

Lesson Plan:

1. Go over the *Muppet Word Book Vocabulary* (see p. 26) with the class before they begin the game. Have students pick from the deck of picture cards and say the words that match each card. Then have them say what letter begins each word. (Focus on the words that begin with consonants, since lower-case vowels do not appear in the *Elevator* activity.)

2. Set up the computer in front of the class. Choose one child to be the first player, then pass out picture cards (words that begin with consonants only) to the rest of the class. **Tell the children to keep their cards secret.** Since this game resembles *Concentration*, the player shouldn't know who has which picture card.

3. Load the *Muppet Word Book* and go to *Elevator*. A lower-case letter, or passenger, automatically appears in the lobby. Ask the player to say that letter out loud.

4. Then have him or her ask three children with picture cards to stand up. The children show their cards to everyone, and say the words the pictures represent. Have the class help the player decide if the beginning letter of one of the words matches the letter on the screen. If not, the three children sit down. The player continues picking children until they make a match. When a match is made, the silent partner joins the player at the front of the room. The player directs Scooter to choose the correct upper-case elevator button, and then the next lower-case letter appears in the lobby.

5. The silent partner becomes the next player. As in *Concentration*, making matches becomes easier as more and more children reveal which picture cards they're holding.

6. Continue the game until all of the consonant letters—and matching pictures—are found.

Variations:

1. Have the children brainstorm about why Miss Piggy is having a party in the penthouse. They can make up a story together and act it out. They can also draw a picture of the celebration.

2. Make a set of upper-case letters cards. Then pass out the upper-case cards to the class instead of the pictures. Have the player match the lower-case letter on screen to an upper-case partner.

3. Through Change Options (see p. 29), set the *Elevator* activity so that pictures appear as passengers instead of letters.

Lesson 3A—Precomputer

Miss Piggy and Link Hogthrob in Space

Skill: Creative expression; practicing the *Pigs in Space* activity through role playing.

Subject: Language Arts/Speaking

Objectives:

- To introduce the *Pigs in Space* activity of the *Muppet Word Book* through role playing.
- To discuss Miss Piggy and Link Hogthrob as Muppet characters.
- To introduce the career of astronaut.
- To do an activity as a group.

Materials Required:

- two ASTRONAUT signs

Lesson Plan:

1. Discuss space travel with the class. What places do astronauts go when they're in a spaceship? What makes an astronaut's job so hard? You might want to point out the difference between real astronauts and the ones children may be familiar with from stories or movies.

2. Assign one child to be Miss Piggy and another Link. Have them wear ASTRONAUT signs, or other clothing appropriate to the role. Then explain that Miss Piggy and Link are on an imaginary ship called the Swinetrek. Encourage children to think about the fantastic journey these pig astronauts will go on.

3. Have five children volunteer to be *Things in Space*—planets, stars, comets, moons, even monsters. They can draw pictures of what they are and tape these signs to their chests.

4. Ask the *Things in Space* to stand in front of the class. Then have Miss Piggy and Link begin their journey, visiting planets, avoiding comets, escaping from monsters, etc.

5. Give the rest of the class a chance to play Miss Piggy and Link or one of the *Things in Space*. Continue the role-playing game until all children have participated.

Variations:

1. Ask the class to make up a story about Miss Piggy and Link in space. They can act out the story, which may include other Muppet characters. They can also draw a picture of what happens to Miss Piggy and Link.

2. Have the *Things in Space* hold picture cards. When they float by Miss Piggy and Link, the children with the cards can say the word for their picture—and the letter that begins the word.

3. Use Sunburst's program *Space Waste Race* to present a story about space. Talk about the problem of garbage in space. Are the *Things in Space* garbage? What would Miss Piggy and Link do if they found space garbage?

Lesson 3B—Precomputer

Miss Piggy's Vocabulary

Skill: Learning the vocabulary for *Pigs in Space*.

Subject: Language Arts/Spelling

Objectives:

- To introduce the vocabulary words in the *Pigs in Space* activity of the *Muppet Word Book*.

Materials Required:

- picture cards

Lesson Plan:

1. Hold up the picture cards, one at a time. Have children name each picture.
2. Spell the name of the picture on the board. Ask children to say each letter in the word out loud, then the whole word, so they can become familiar with its spelling.

Variation:

Try holding up the pictures in alphabetical order first. Then shuffle the cards and go through them again, this time non-alphabetically.

Lesson 3C—At the Computer
"I'm Thinking of a Letter"

Skill: Matching first letters with words and pictures.

Subject: Language Arts/Reading

Objectives:
- To match first letters with the words for pictures.
- To introduce a new vocabulary.
- To do a computer activity in a group.

Materials Required:
- *Muppet Word Book* program
- picture cards

Lesson Plan:

1. Spread out the picture cards along the tray of the blackboard. Set up the computer in front of the class. Load the *Muppet Word Book* and go to *Pigs in Space.*

2. Divide the class into two teams—1 and 2. Then have a member of Team 1 choose a letter. This first player whispers the letter to the rest of Team 1, but keeps it secret from Team 2. Then the player stands by the blackboard.

3. Have children from Team 2 take turns pressing letters on the keyboard until they discover Team 1's letter. The members of Team 1 can call out Yes or No after the children press letters. They can also give clues, such as "higher in the alphabet" or "lower in the alphabet."

4. When the secret letter has been found, ask the child standing by the blackboard to select words (pictures) that begin with that letter. The rest of Team 1 can help the child choose the right ones. Then have the child face the class and tell Team 1's letter and the pictures that match it. For example, "Our letter is P, and I found a pan, a pen, and a pig." Team 1 keeps those picture cards.

5. Now have a member of Team 2 choose a secret letter and repeat the process with the teams reversed. Give each team at least two turns. When the game is over, the team that collected the most picture cards wins.

Variations:

1. Pairs of children can play *I'm Thinking of a Letter* as well as teams. They both sit down at the computer, and one of them thinks of a letter. The other child presses letters on the keyboard until he or she finds the right one.

2. Make word cards (see *Muppet Word Book Vocabulary* on p. 26) and have children use them instead of—or along with—the pictures. You can write the words on 3x5 index cards or use larger sheets of construction paper.

Lesson 3D—At the Computer

Rhyme Teams

Skill: Finding words that rhyme.

Subject: Language Arts/Reading

Objectives:

- To introduce words that rhyme.
- To match letters with words and pictures.
- To do a computer activity in a group.

Materials Required:

- *Muppet Word Book* program
- picture cards

Lesson Plan:

1. Discuss words that **rhyme** with the class before the game. Rhyming words are those that have matching sounds. For example, MEN rhymes with HEN and PEN. Go over other words that rhyme in the *Muppet Word Book*. (See *Muppet Rhyming Words*, p. 27 for a list.)

2. Set up the computer in front of the class. Load the *Muppet Word Book* and go to *Pigs in Space*. Then separate the 37 picture cards that represent rhyming words from the rest of the deck. The following 12 words can be called rhyme starters:

   bag can cap bat hen jet dig mop box sub bug gun

   Shuffle the rhyme starters and lay this small deck face down in front of the computer.

3. Divide the class into two rhyme teams. Ask the first player from Team 1 to draw the top card from the deck. Then, with the help of his or her team, the player goes to the computer, presses letters on the keyboard, and finds as many rhyming words as possible. Give players a picture for a correct rhyming word every time they find one.

4. When Team 1 thinks they found all of the rhyming words for a particular rhyme starter, they sit down. A player from Team 2 draws the next card and goes through the same process at the computer.

5. Continue the game until all rhyme starter cards are used up. The team that collected the most picture cards wins.

Variations:

1. Discuss how rhyming words are used in poetry. You might want to read the class several poems that use rhymes (for example, nursery rhymes like *Mary Had a Little Lamb*; or the rhyming story in the Sunburst program *Space Waste Race*).

2. Write several sets of rhyming words on the board—for example, *can/fan; hat/rat*; or *dig/pig*. Make a silly poem from these words with the help of the class.

Lesson 4A—Precomputer

Gonzo Goes to the Circus

Skill: Creative expression; practicing the *Circus* activity through role playing.

Subject: Language Arts/Speaking

Objectives:

- To introduce the *Circus* activity of the *Muppet Word Book* through role playing.
- To discuss Gonzo as a Muppet Character.
- To introduce the career of circus performer (entertainer).
- To do an activity in a group.

Materials Required:

- CIRCUS PERFORMER sign

Lesson Plan:

1. Discuss with the class the different things a circus performer can do. In this activity, the Muppet character Gonzo will shoot out of a cannon and fly through the air. Ask students if they've ever been to a circus. If so, did they see a living cannonball like Gonzo there? What did they like best about the circus? What was the scariest thing at the circus?

2. Assign one child to be Gonzo. Have the child hold a CIRCUS PERFORMER sign–or dress up like a circus performer.

3. Set up three rings in front of the class— three areas where circus performers can do their acts. Ask the child who is Gonzo to stand in the center ring. Then ask 2–4 other children to play clowns, acrobats, elephants, seals, lions, or other circus performers and animals in the side rings. Tell the rest of the class they're the circus audience. When they like an act, they can clap loudly.

4. When everyone is in position, let the show begin. Have the children run through their different acts. You might want to play the Ringmaster. If so, focus the audience's attention in particular on Gonzo, the Living Cannonball!

5. Give other children a chance to play Gonzo or one of the other circus performers. Continue the game until everyone in class has participated.

Variations:

1. Ask children if they think Gonzo likes being a circus performer. After they tell their ideas, have them make up a story together about Gonzo and act it out. They can also draw a picture of what happens to Gonzo in the cannon.

2. If the other Muppets were circus performers, what kind would they be? Discuss the various possibilities with the class, including Miss Piggy, Kermit, and Scooter.

Lesson 4B—Precomputer

Rhyme Partners

Skill: Matching initial consonants with word endings.

Subject: Language Arts/Reading

Objectives:

- To match initial consonants with a word ending.
- To emphasize rhyming words.
- To show that more than one answer can be correct.

Materials Required:

- picture cards

Lesson Plan:

1. Separate the 37 rhyming picture cards from the rest of the deck (see p. 27 for a list). Give each member of the class a rhyming picture card. Have them say the word that goes with their picture before beginning the game. Repeat the word back to them and emphasize its sound. You might want to review matching sounds in words that rhyme.

2. Write a word ending on the board. You have a choice of 12:

   ag an ap at en et ig op ox ub ug un

3. Ask children who have a picture card that matches the word ending to stand up. For example, "Here is the word ending EN. Stand up if you have pictures of words that include EN."

4. When children stand up, have them show their picture card and say the word that goes with it. Then ask them what the first letter of the word is. The first letter (consonant) is combined with the word ending to form the word. You can demonstrate this by writing different consonants in front of the word ending on the board.

5. Continue the activity until you've gone through all the word endings. Then ask the children who have words (pictures) with the same word ending to find their **rhyme partners.** Give the rhyme partners a few minutes to meet with each other. Ask each group to come up with a special signal that identifies who they are. For example, the CAN/FAN/MAN/PAN partners might clap their hands twice as a signal; the DIG/PIG partners might hop on one foot. If a group has trouble deciding, help them with some suggestions for signals.

6. When the rhyme partner groups are ready, call the class back together. Ask everyone to stand in a big circle. Tell the children to remember what their picture is, then collect the picture cards and shuffle them into a deck. Hold up a card from the top of the deck. The child who had the card does a special signal (clapping hands, etc.) for their group. Then the rhyme partner(s) respond with the same signal. Continue holding up cards until all children have participated.

Variations:

1. Instead of making up signals, ask the rhyme partner groups to create a story that uses all of their rhyming words. Then have each team act out their story in front of the class. Encourage them to make their story as crazy as they want. For example, they might include **ten men** who use a talking **pen** to write letters to a laughing **hen**.

2. If there's time (or if you have an assistant), you can help the groups create a poem with their rhyming words. Have them tell you what they want to say in each line, and write it down before they act out the poem. Type it into *Muppet Words* and do a printout for each child.

3. Make a set of consonant letter cards. Pass out these cards instead of pictures, and ask the class to match initial consonant letters with the word ending you write on the board. Alternatively, you can make a set of 37 rhyming word cards (see p. 27) and use those instead of pictures.

Lesson 4C—At the Computer

Circus Matches

Skill: Matching initial consonants with word endings.

Subject: Language Arts/Reading

Objectives:

- To match initial consonants with a word ending.
- To show that more than one answer can be correct.
- To do a computer activity in a group.

Materials Required:

- *Muppet Word Book* program
- picture cards

Lesson Plan:

1. Separate the 37 rhyming picture cards from the rest of the deck (see p. 27 for a list). Give each member of the class one of these cards.

2. Set up the computer in front of the class. Load the *Muppet Word Book* and go to *Circus*. Three consonant letters sit on the circus boxes at the bottom of the screen. A word ending appears on the platform above. At least one of the consonant letters will make a word with the ending.

3. Ask all children who have words (pictures) that can be made with the ending and one of the three letters to come up front. If only one child comes up, have him or her press the appropriate letter on the keyboard, then GO. If more than one child comes up, write their words on the blackboard. Point out that in this case more than one answer is correct. Then ask one of the children to choose their beginning letter on the keyboard.

4. Continue the activity until all children have participated.

Variation:

Make a set of 37 rhyming word cards (see p. 27). Then give children word cards instead of pictures for the match game.

Lesson 4D—At the Computer

Two-Team Circus

Skill: Matching initial consonants with word endings.

Subject: Language Arts/Reading

Objectives:

- To match initial consonants with a word ending.
- To show that more than one answer can be correct.
- To do a computer activity in a group.

Materials Required:

- *Muppet Word Book* program
- picture cards

Lesson Plan:

1. Divide the class into two teams. The teams will take turns playing the game on the computer.

2. Set up the computer in front of the class. Load *Muppet Word Book* and go to *Circus*.

3. Ask a player from Team 1 to sit down at the computer. This child chooses a consonant letter that will make a word with the ending at the top of the screen. If the child is correct, give him or her a picture card for the word, which Team 1 keeps. If the child chooses the wrong letter, a player from Team 2 gets a chance to pick one of the remaining consonants and collect a picture card.

4. After the first word has been made, Team 2 takes a turn. Once again, if their player is wrong, the other team gets a chance.

5. After six trials (when Gonzo falls on his nose), the team with the most picture cards wins.

Variation:

Extend the game to allow every child a chance at the computer. You can also give the teams rhyming word cards (see p. 27) instead of pictures.

Lesson 5A—Precomputer

Bunsen and Beaker in the Lab

Skill: Creative expression; practicing the *Muppet Labs* activity through role playing.

Subject: Language Arts/Speaking

Objectives:

- To introduce the *Muppet Labs* activity of the *Muppet Word Book* through role playing.
- To discuss Bunsen and Beaker as Muppet characters.
- To introduce the career of scientist.
- To do an activity as a group.

Materials Required:

- two SCIENTIST signs
- picture cards

Lesson Plan:

1. Discuss with the class what scientists do. For example, what happens when scientists conduct an **experiment**? What does a laboratory look like? Why do scientists work there?

2. Assign one child to be Bunsen and another Beaker. The children can wear SCIENTIST signs and, if possible, a lab coat or some other piece of clothing appropriate to the role. You might want to provide plastic cups and other test-tube-like equipment. Since Bunsen and Beaker are Muppet characters, you might want to ask children why these particular scientists are so funny.

3. Ask three other children to participate in an experiment. Give them one of the 37 rhyming word picture cards (see p. 27 for a list). Then tell them to hide behind the curtains or a door until they hear Bunsen say, "All done!"

4. Have Bunsen and Beaker act out the experiment. (If the scientists have plastic cups or other equipment, they can pretend to pour one mixture into another, etc.) Tell Bunsen to yell "All done!" when the experiment is complete. Then the other children burst out of their hiding places, as if Bunsen and Beaker had just created them in the experiment. The children hold up their picture cards and act out whatever is on the card.

5. Give other children a chance to play Bunsen and Beaker or act out a picture card. Continue playing the role-playing game until the whole class has participated.

Variations:

1. Have the children brainstorm about what Bunsen and Beaker make in their experiment. For example, do they want to make monsters or robots? How about a new kind of chocolate chip cookie? The class can make up a story about it together and act it out.

2. Discuss with the class the difference between mad scientists, or other such characters they know from stories and movies, and real scientists. For example, most real scientists care about people and don't want to harm them. They aren't crazy or mad, even if they're curious about the way the world works.

Lesson 5B—Precomputer

Word Circles

Skill: Matching word endings with initial consonants.

Subject: Language Arts/Reading

Objectives:

- To match word endings with an initial consonant.
- To sort words from the *Muppet Word Book* into groups that begin with the same letter.
- To show that more than one answer can be correct.

Materials Required:

- picture cards

Lesson Plan:

1. Give each child one of the 37 rhyming word picture cards (see p. 27 for a list).

2. Write a consonant on the board. You have a choice of 15 consonants that match word endings in the *Muppet Word Book* program.

   b c d f g h j m n p r s t w z

3. Ask all children who have a word (picture) that starts with that consonant to stand up. For example, "There are three words that begin with the letter C. Stand up if you have a picture for one of those words." When the children stand, ask them to show their picture card and say what the word is. Then ask them what the word ending is. You can write the different word endings on the board after the consonant to demonstrate.

4. Continue the activity until you've gone through all 15 consonants.

5. Have the class stand in a big circle, with the children holding their picture cards in front of them. Ask a volunteer to start the *Word Circles* game. Volunteers say the word for their picture, then point to the other children who have words that start with the same letter. This group steps inside the big circle and forms a smaller circle of their own. Keep asking for volunteers, so that the outside circle thins. The game is finished when everyone has left the outside circle and joined a smaller word circle. Since some consonants only have one word that begins with them (for example, zap for z), children with these pictures can either stand alone, or form a small circle with the other "onlys."

Variations:

1. Make a set of 37 rhyming word cards (see p. 27) and use them instead of the pictures.

2. Make a set of 12 word ending cards (see p. 28 for a list). When you write one of the consonants on the board, ask children with word endings that go with that letter to stand up.

3. Have children with words that begin with the same letter form groups. Tell the groups to pretend the pictures on their cards are talking to each other – such as, "The CAN and the CAP are talking to the CAT." What do these different things say to each other? For example:

   The CAN says, "If you open me, I will give you cat food!"

   The CAT says, "That sounds good! But I don't want to hurt you!"

   The CAP says, "What about me? The can is so tough he can't feel anything, but you won't even wear me on your head!"

   Have the groups make up and practice a conversation for a few minutes. Then ask each group to act out the conversation in front of the class.

Lesson 5C—At the Computer

Beaker Matches

Skill: Matching word endings with initial consonants.

Subject: Language Arts/Reading

Objectives:

- To match word endings with an initial consonant.
- To show that more than one answer can be correct.
- To do a computer activity in a group.

Materials Required:

- *Muppet Word Book* program
- picture cards

Lesson Plan:

1. Separate the 37 rhyming word picture cards from the rest of the deck (see p. 27 for a list). Give each member of the class one of these cards.

2. Set up the computer in front of the class. Load the *Muppet Word Book* and go to *Muppet Labs*. The beakers at the top of the screen each contain a different word ending. An initial consonant appears below the beakers. At least one of the word endings will make a word with the consonant—and sometimes more than one word ending will be correct.

3. Ask all children who have words (pictures) that can be made from the consonant and one of the word endings to come up front. If only one child comes up to the computer, have him or her choose the appropriate word ending. If more than one child comes up, write their words on the blackboard. Point out that in this case more than one answer is correct. Then ask one of the children to choose their word ending on the keyboard.

4. Continue the activity until all children have participated.

Variation:

Make a set of 37 rhyming word cards (see p. 27). Then give children word cards instead of pictures for the match game.

Lesson 5D—At the Computer
Bunsen's Teams

Skill: Matching word endings with initial consonants.

Subject: Language Arts/Reading

Objectives:

- To match word endings with an initial consonant.
- To show that more than one answer can be correct.
- To do a computer activity in a group.

Materials Required:

- *Muppet Word Book* program
- picture cards

Lesson Plan:

1. Divide the class into two teams. The teams will take turns playing the game on the computer.

2. Set up the computer in front of the class. Load the *Muppet Word Book* and go to *Muppet Labs.*

3. Ask a player from Team 1 to sit down at the computer. This child chooses a word ending that will make a word with the initial consonant in the middle of the screen. If the child is correct, give him or her a picture card for the word, which Team 1 keeps. If the child chooses the wrong ending, a player from Team 2 gets a chance to pick one of the remaining word endings and collect a picture card.

4. After the first word has been made, Team 2 takes a turn. Once again, if their player is wrong, the other team gets a chance.

5. After six trials (when the main flask bubbles over), the team with the most picture cards wins.

Variation:

Extend the game to allow every child a chance at the computer. You can also give the teams rhyming word cards (see p. 27 for a list) instead of pictures.

Lesson 6A—Precomputer

The First Letter of My Name

Skill: Knowing the first letter of your name.

Subject: Language Arts

Objectives:

- To know the letter your name begins with.

Materials Required:

- *Muppet Learning Keys* (not mandatory)
- paper and crayons

Lesson Plan:

1. Set the *Muppet Learning Keys* on a table in front of the class. (You can also use a regular keyboard.)

2. Have the children come up to the table one by one and say their first name out loud. Then tell them to point to the letter on the *Muppet Learning Keys* that begins their name. Emphasize that the first letter of a name is always an upper-case one.

3. After they've found the first letter of their names on the *Muppet Learning Keys*, give children a piece of paper and crayons. Ask them to make the letter. They can make it as big as they want. It can be bright green, orange, or any color, and they can draw a picture to go along with it.

Variations:

1. Children can also say their last name and point to the letter it begins with.

2. Ask children to point to the first letter of each Muppet character's name: K for Kermit, S for Scooter, P for Piggy, L for Link, G for Gonzo, and B for Bunsen and Beaker.

Lesson 6B—Precomputer

The Parts of a Book

Skill: Knowing the different parts of a book.

Subject: Language Arts

Objectives:

- To introduce the parts of a book: cover, title page, body, and table of contents.
- To discuss what a writer does.

Materials Required:

- Books for demonstration

Lesson Plan:

1. Introduce the parts of a book by holding one up in front of the class. Point out the front and back covers, the title page, the table of contents, and the other pages between the covers that form the body of the book.

2. Emphasize that the person who writes a book usually has their name on the outside and the title page. Point out the author's name where it appears.

3. Discuss different kinds of writers—for example, story, newspaper, magazine, TV, poetry writers, etc. You might want to tell the class that they will be writers, too, when they use *Muppet Words.*

Variation:

If you discuss different kinds of writers and writing, talk about the similarities and differences between books, magazines, newspapers, etc. Which ones have hard covers? Paper covers? Are they different sizes? Do they all have covers and a table of contents?

Lesson 6C—At the Computer
My Book

Skill: Writing your name to create a cover for a book.

Subject: Language Arts/Writing

Objectives:

- To introduce the *Muppet Words* word processor.
- To learn to write your name with a word processor.
- To create a cover for your own book.

Materials Required:

- *Muppet Word Book* program
- crayons or colored markers
- old magazines

Lesson Plan:

1. Load *Muppet Word Book* and go to *Muppet Words.*

2. Help the children make covers for their own book using the word processor. You can type the title (MY BOOK, for example). Then have the children type their name under the title.

3. Print out a cover for each child.

4. Have children decorate their cover with crayons, markers, or pictures cut from magazines.

Variation:

Have children make a title page instead of a cover. The text on the page can be the same— title and name. However, children can put the page inside a folder, which then becomes the book's front and back cover.

Lesson 6D—At the Computer

Book Pages

Skill: Creating pages for a student book.

Subject: Language Arts/Writing

Objectives:

- To create the pages of your own book.
- To review the vocabulary from the *Muppet Word Book*.
- To encourage creative expression.

Materials Required:

- *Muppet Word Book* program
- crayons or colored markers

Lesson Plan:

1. Enter the *Muppet Words* word processor. Have children make the first page of their book by typing whatever characters or symbols they like. Encourage them to type all the letters of the alphabet (upper-case) first. When a child has filled the screen and is satisfied, print out the first page.

2. Tell the children to create another page by choosing one or more of the *Muppet Word Book* vocabulary words. Have them type their words, then print out the page.

3. Ask children to draw a picture of their word with crayons or colored markers. If they used more than one word, encourage them to think of a story that involves all of the words – and to illustrate that story on the page. (See *Additional Activity 2*, p. 69, for suggestions on encouraging storytelling.)

Variations:

1. Ask children to create other pages in addition to the first one of upper-case letters; for example, *Little Letters, Numbers, Rainbow Letters,* etc. If they're using the Muppet Learning Keys, you might have them type the words for colors—RED or BLUE, for example—in letters that are the same color as the word.

2. Have children create a *Class Word Page*. Each child types a word until the whole screen is filled.

3. Ask children to find out what their addresses and telephone numbers are from parents, older siblings, or other relatives. Then help them create an identity page, which includes their name, address, phone number, and any other information they supply.

4. Have children focus their book on careers or occupations. (See *Additional Activity 1*, p. 68, for teaching suggestions on careers.) Each page of the book could contain one career. For example, children type TRAFFIC OFFICER on one page, print it out, then draw a picture to illustrate.

Additional Activity 1
Muppet Careers

Skill: Studying and discussing careers.

Subject Social Studies

Objectives:
- To learn about different occupations.

Materials Required:
- crayons or colored markers
- paper

Lesson Plan:

1. Discuss the different occupations of the Muppets in the program:

   Traffic Officer – Kermit
   Service Person/Elevator Operator – Scooter
   Astronaut – Miss Piggy and Link
   Entertainer/Circus Performer – Gonzo
   Scientist – Bunsen and Beaker
   Writer – the Muppet character in *Muppet Words*

   Then ask the class what other occupations they can think of. For example, the children worked as **artists** when they drew pictures for their own book; and you, a **teacher**, helped them. Also, there are many kinds of service people and entertainers – such as waitresses, gardeners, dish washers, singers, movie stars, dancers, etc.

2. List several occupations on the board. Have children talk about what people in these different jobs do.

3. Have children choose their favorite career. Ask them to draw a picture of themselves doing that job. They can add this page to their book.

Variation:

Have the children do research on their favorite career. They can ask parents, siblings, other relatives, or older friends about that job and report back to class. You can also have people from different occupations—such as police officers, doctors, nurses, postal workers, flight attendants, etc.—visit the class.

Additional Activity 2
Muppet Stories

Skill: Encouraging the enjoyment of reading and storytelling.

Subject: Reading/Oral Communications

Objectives

- To encourage the enjoyment of reading.
- To encourage creative expression through storytelling.

Materials Required

- Stories to read to class

Lesson Plan:

1. Review the parts of a book with the class. Then discuss how the *Muppet Word Book* looks like a book on the screen:

   — It has a cover/title page.
   — It has a table of contents.
   — It has several stories, or activities that happen in different places with different characters.

2. Ask the children if playing the *Muppet Word Book* was fun. Did they like the different **characters**? What character did they like best—and why? Did they like the different **places** where things happened? Would they rather have a story happen in a parking lot, an elevator, a spaceship, a circus, or a laboratory?

3. Emphasize that all good stories have interesting characters and places. Then read a story, asking the class to think about the characters and where the story happens. When you're finished reading, have the children discuss what they liked and didn't like about the story.

4. Have the whole class make up a story together. You can start things off by describing a character, an initial setting, and what that character is doing. Encourage the children to be creative and crazy as possible.

Variation:

Have the children make up a story about Miss Piggy and Link Hogthrob in space—or Scooter the Elevator Operator. In addition, a parent or an aide can read another Muppet book to the children. Ask the class if the characters, such as Miss Piggy, had a different occupation in that book.

Muppet Word Book

Language Arts: Reading/Writing

Overview

Six pre-reading and pre-writing activities featuring the Muppet characters.

READING LEVEL
Preschool

GRADE LEVEL

TIME REQUIRED
5-8 minutes

Curriculum

PREREQUISITE SKILLS
- Follow simple directions

OBJECTIVES
- Practice discriminating letters and numbers
- Provide practice with matching upper and lower case letters
- Develop vocabulary of rhyming words
- Reinforce initial consonants and word endings skills
- Introduce a word processor

PROBLEM SOLVING SKILLS
- Sorting by rules
- Finding more than one correct answer
- Determining attributes of an object

Courseware

NOTEWORTHY FEATURES
- Emphasis is language arts, but program also includes work in mathematics, social studies, and problem solving
- Students can print their writing in Muppet Words
- Multiple input device allowed
- A set of picture cards comes with the package

TEACHER OPTIONS
- Change the game settings for Parking Lot, Elevator, Circus, and Muppet Labs
- Choice of input device
- Sound control
- Printer control

RELATED MATERIALS
- *Muppet Learning Keys*
- *Muppet Slate*
- *Muppets On Stage*
- *Muppetville*

Hardware

- Apple/Apple 3.5
  - Muppet Learning Keys
  - Touch Window
  - Apple Mouse
- IBM/Tandy 1000
  - Muppet Learning Keys

Muppet Word Book

DESCRIPTION

Muppet Word Book has six activities:

Parking Lot – Kermit is a traffic officer who helps children sort letters, numbers, symbols, signs and shapes to different parking lots.

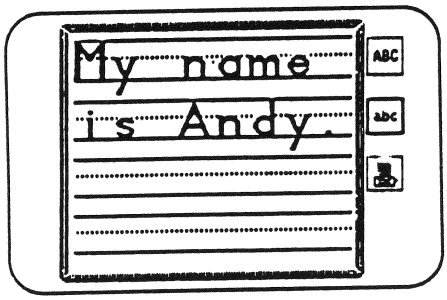
Elevator – Scooter, an elevator operator, helps children decide which upper-case letter to choose when a lower-case letter enters his elevator. Vocabulary words (and their accompanying pictures) that start with these consonants are also used.

Pigs in Space – Miss Piggy and Link Hogthrob are astronauts. When children type in a letter, they discover associated words and pictures that float by in space.

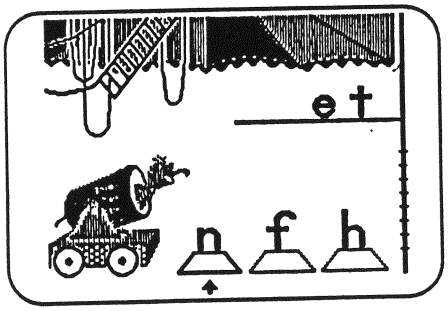
Circus – Gonzo, a circus performer, gets shot out of a cannon in an effort to form a word. Children pick a beginning consonant to match a word ending and form a word.

Muppet Labs – The scientists, Bunsen and Beaker, guide children in selecting a word ending to match a beginning consonant and form a word.

Muppet Words – Children use this beginners' word processor (4 lines, 8 characters per line) to type on their own. They can type in different colors and make printouts of their writing.



Muppet Words



Circus

GETTING STARTED

Prepare children for the Parking Lot by introducing the concept of sorting. For example, the class can play Kermit The Traffic Officer using the children's names. When they say their first name, they go to one parking lot. When they say their last name they go to the other lot.

The Teacher's Guide has 26 classroom lessons specifically designed to reinforce *Muppet Work Book* objectives. There are two precomputer and two computer lessons for each activity.

AT THE COMPUTER

Step 1: Load the Parking Lot and demonstrate how Kermit directs the objects or letters into the correct parking lot. (Note, if you employ the Teacher Options you can direct students to focus on only one of the five rounds in Parking Lot. See the Teacher's Guide for instructions.)

Step 2: Emphasize the use of the arrow and RETURN keys (GO key on Muppet Learning Keys or ENTER on the IBM) to move the objects. These keys are frequently used throughout the program. (If the Arrow Keys are not producing movement on the Muppet Learning Keys, access the Teacher Options and check the set-up.)

SUGGESTED EVALUATION

Use class word games, such as rhyming or guessing exercises, as a method of reinforcing and evaluating comprehension.

The picture cards included in the software package will be helpful in evaluating students' knowledge.

SPECIAL KEYS

- CTRL-E allows program exit at any time
- CTRL-T accesses Teacher Change Options
- CTRL-S controls sound from the keyboard
- Use the Arrow Keys and then GO, RETURN or ENTER in most activities to make selections
- ZAP on Muppet Learning Keys exits program any time

Apple II: Working With Your Computer

Turning on the System:

1. Turn on the monitor.
2. Insert the *Muppet Work Book* disk into the disk drive.
3. Close the door to the disk drive.
4. Turn on the Apple II.
5. You will see a red light on the disk drive turn on. If the disk drive light does not turn off after about 10 seconds, turn the Apple II off and make sure your disk is placed correctly in the disk drive.
6. The SUNBURST logo will appear on the screen, followed by the opening screen of the program.
7. Follow directions given in the program.
8. If you wish to stop during the program, hold down the CTRL (Control) key and press E.

Turning Off the System:

1. Remove the disk from the disk drive and return it to its place of storage.
2. Turn off the Apple II.
3. Turn off the monitor.

Apple IIGS: Control Panel Settings

To allow your Apple IIGS to work properly with SUNBURST software, certain Control Panel settings should be selected. The Apple IIGS retains these settings even after the power is turned off.

To Use the Control Panel:

- Turn on the Apple IIGS and monitor.
- Enter the Control Panel Main Menu by holding down the CONTROL and OPTION keys, and then press RESET (the rectangular key located above the number keys). If your Apple IIGS is in an Apple //e case, use the closed-apple (🍎) key instead of OPTION.
- Press the 1 key to enter the Control Panel.
- Use ↓ and ↑ keys to highlight the feature you want to change and press RETURN. Again use ↓ and ↑ keys to highlight a specific option and change it by using the ← and → keys.
- After you have finished making changes, select QUIT to use the Apple IIGS.

To Change the Display:

- Highlight **Display** and press RETURN.
- Set **Type** to **Color**.
- Set **Columns** to **40.**
- Set **Text** to **White**.
- Set **Background** to **Black**.
- Set **Border** to **Black**.
- Press RETURN to save the changes and to go back to the Control Panel.

To Change the System Speed:

- Highlight **System Speed** and press RETURN.
- Set **System Speed** to **Normal**.
- Press RETURN to go back to the Control Panel.

To Change the Slots:

- Highlight **Slots** and press RETURN.
- Set **Slot 1** to **Printer Port**. If you are using a printer card, select the slot number your printer card is in.
- Set **Slot 6** to **Disk Port**, if you use a 5.25-inch drive connected to the disk drive port.
- Set **Slot 6** to **Your Card**, if you use a 5.25-inch drive connected to a controller card in Slot 6.
- Set **Startup Slot** to **Scan**.
- Press RETURN to go back to the Control Panel.

IBM: Working With Your Computer

For use with: IBM PC with 256K
IBM PS/2 Model 25 and 30

TURNING ON THE SYSTEM:

1. Place the disk in the computer's disk drive with the label facing up. (If there are two disk drives, places the disk in the one on the left.) Close the door of the disk drive.

2. Turn on the monitor.

3. Turn on the computer. In several seconds, you will see the red light on the disk drive light up and you will hear the disk drive spinning.

4. The SUNBURST logo will appear on the screen, followed by the opening screen of the program.

5. Follow the instructions in the program.

6. If at any time during the program you want to stop, hold the CTRL (Control) key and press the E key.

TURNING OFF THE SYSTEM:

1. Remove the disk from the disk drive and return it to its place of storage.

2. Turn off the computer.

3. Turn off the monitor.

Tandy 1000: Working With Your Computer

TURNING ON THE SYSTEM:

1. Place the disk in the computer's disk drive with the label facing facing up. (If there are two disk drives, place the disk in the one on the bottom.) Close the door of the disk drive.

2. Turn on the monitor.

3. Turn on the computer. In several seconds, you will see the red light on the disk drive light up and you will hear the disk drive spinning.

4. The SUNBURST logo will appear, followed by the opening screen.

5. Follow the instructions in the program.

6. If at any time during the program you want to stop, hold down the CTRL (Control) key and press the E key.

TURNING OFF THE COMPUTER:

1. Remove the disk from the disk drive and return it to its place of storage.

2. Turn off the computer.

3. Turn off the monitor.

Working With Your Muppet Learning Keys

Installing the Muppet Learning Keys

1. Plug the Muppet Learning Keys into the joystick port on the back of the computer. If you using an IBM PCjr., use joystick port A.

   If you are using an Apple II+ with 64K, you'll need an adapter. Plug the adapter into the joystick socket inside the computer, then plug the Muppet Learning Keys into the adapter.

2. Follow the steps necessary to turn on your computer and start the program. (For assistance, see pages 72–75.)

3. If you are using the Apple, hold down the CTRL (Control) key and press the T key when the main menu appears. Select CHANGE INPUT DEVICE and then select the Muppet Learning Keys.

Note: *If you want to stop at any time during a game, press the ZAP button. Pressing ZAP returns you to the main menu.*

Working With Your Touch Window

Installing the Touch Window

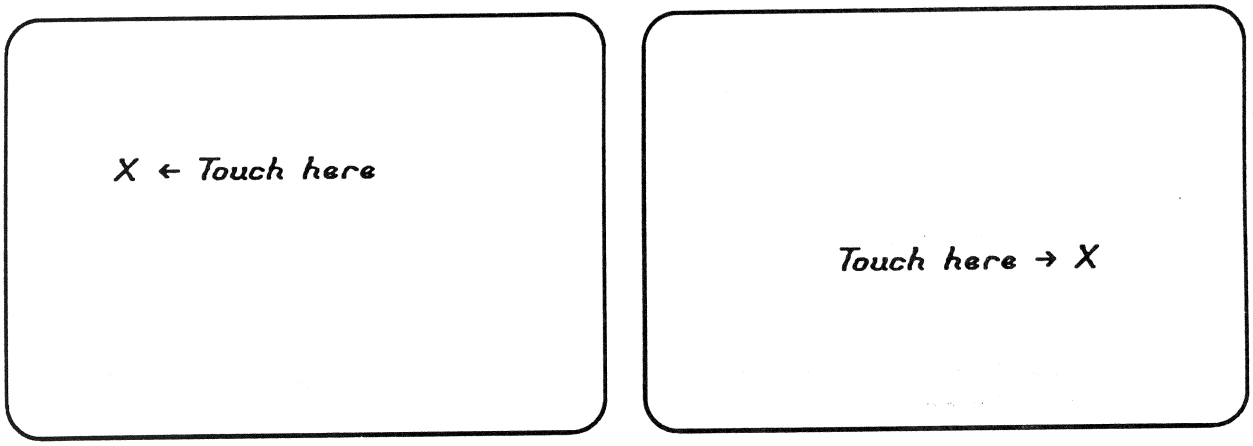
1. Plug the Touch Window into the joystick port on the back of the Apple IIe, IIc or IIGS. If you have an Apple II+, you'll need an adapter. Plug the adapter into the joystick socket inside the computer, then plug the Touch Window into the adapter.

2. Use the materials provided to attach the Touch Window to your monitor.

3. Follow the steps on pages 72–73 to turn on your Apple and start the program.

Operating the Touch Window

The Touch Window is a portable, transparent touch screen that attaches to a monitor with adhesive backed hook and loop strips. (The teacher selects the Touch Window option by using the Change Options. See page 31.) If you are using the Touch Window, you will be asked to touch one X and then another. This allows the program to adjust to the exact size of your monitor and to your position.



It is important that the students sit directly in front of the monitor in the position they will work from when beginning. It is helpful to have a good chair that does not swivel or slide too easily. If a student begins in one position and then moves a great deal to one side or the other, the screen will not respond accurately to the touch. Should this happen, press one of the buttons on the lower edge of the window, or hold the CTRL (Control) key down while you press the E key and start again.

If you want to stop at any time, press one of the buttons on the lower edge of the window, or hold down the Control key while you press the E key.

"What Happens If...?"—SUNBURST Courseware and Warranty

What happens if **a program will not load or run**?

Call us on our toll-free number and we will send you a new disk.

What if **I find an error in the program**?

We have thoroughly tested the programs that SUNBURST carries, so we hope this does not happen. But if you do find an error, please note what you did before the error occurred. Also, if a message appears on the screen, please write the message down. Then fill out the evaluation form, or call us with the information. We will correct the error and send you a new disk.

What happens if **the courseware is accidentally destroyed**?

SUNBURST has a lifetime guarantee on its courseware. Send us the product that was damaged, and we will send you a new one.

How do I **stop a program in the middle** to go on to something new?

This program can be ended at any time by holding the Control key and pressing E or Q. To change disks, select the Exit option on the menu and insert a new disk.

Can I **copy this disk**?

The material on the disk is copyrighted. You **should not** copy the disk.

Can I **take this disk out of the computer** after the program has been loaded and put it into another computer?

No, the program must access the disk for each activity.